



**Richard Woods, Georgia's School Superintendent**  
*"Educating Georgia's Future"*

## **CROSSWALK**

# **VISUAL ART**

**Georgia Performance Standards (GPS)  
or Quality Core Curriculum (QCC)  
to  
Georgia Standards of Excellence (GSE)  
Kindergarten – Grade 12**

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<b>Kindergarten</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAKMC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Participates in group brainstorming activity to generate ideas.</li> <li>b. Verbally expresses individual ideas, thoughts, and feelings.</li> </ul>	<p><b>VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Generate individual and group ideas in response to visual images and personal experiences.</li> <li>b. Produce visual images using observation, experience, and imagination using a variety of art materials.</li> </ul>
<p><b>VAKMC.2 Formulates personal responses.</b></p> <ul style="list-style-type: none"> <li>a. Generates visual images by manipulating art materials.</li> <li>b. Mentally recalls and produces visual images (e.g., people, places, animals, things, locations, events, actions) using a variety of art materials.</li> <li>c. Makes connections between visual images and personal experiences.</li> <li>d. Expresses individual ideas, thoughts, and feelings through drawing</li> </ul>	<p><b>Reorganized/combined into VAK.CR.1</b></p>
<p><b>VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Uses pictures to tell a story.</li> <li>b. Understands that symbols can convey different kinds of meaning.</li> <li>c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.</li> </ul>	<p><b>Reorganized/combined into VAK.CR.2</b></p>

<b>Kindergarten</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes self as an artist.</li> <li>b. Identifies artists in his/her community.</li> <li>c. Understands own ideas as unique to him/her.</li> </ul>	<p><b>Reorganized/combined into VAK.PR.1</b></p>
<p><b>VAKCU.2 Views and discusses selected artworks.</b></p> <ul style="list-style-type: none"> <li>a. Talks about artworks of significant artists that have recognizable subjects and themes.</li> <li>b. Discusses art from a variety of world cultures.</li> <li>c. Recognizes the unique contributions of Georgia artists and art forms.</li> <li>d. Points out clues in selected artworks that determine time and place.</li> </ul>	<p><b>VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognize self as an artist.</li> <li>b. Recognize the unique contributions of contemporary and/or historical artists and art forms, including Georgia artists.</li> <li>c. Discuss art from a variety of eras and world cultures</li> </ul>
<p><b>VAKPR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).</li> <li>c. Combines materials in new and inventive ways to make a finished work of art</li> </ul>	<p><b>VAK.CR.2 Create works of art based on selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Create works of art emphasizing one or more elements of art and/or principles of design.</li> <li>b. Use pictures to tell a story.</li> </ul>

<b>Kindergarten</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Attempts to fill the space in an art composition.</li> <li>b. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).</li> <li>c. Draws a variety of lines (e.g., straight, curved, angled, broken, thick, and thin) and shapes (e.g., geometric, organic/free form shapes).</li> <li>d. Creates lines with a variety of media and art tools (e.g., pencils, crayons, scissors, paint brushes, found objects).</li> <li>e. Creates paintings with a variety of media (e.g., finger-paint, tempera, watercolor).</li> <li>f. Uses color to express thoughts, feelings, and ideas.</li> <li>g. Mixes colors to make new colors.</li> <li>h. Explores printmaking using a variety of stamping techniques. (e.g., thumbprints, cardboard, sponge, found objects)</li> <li>i. Uses an awareness of pattern and texture to create a print.</li> <li>j. Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving)</li> </ul>	<p><b>VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Attempt to fill the space in an art composition.</li> <li>b. Experiment in the printmaking process (e.g. stamping).</li> <li>c. Create drawings and paintings with a variety of media.</li> <li>d. Experiment with color mixing.</li> <li>e. Develop manual dexterity to develop fine motor skills.</li> </ul>

<b>Kindergarten</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Makes pots and/or forms using pinch construction.</li> <li>b. Incorporates texture into a design.</li> <li>c. Employs simple construction techniques.</li> <li>d. Recognizes form as not flat.</li> <li>e. Demonstrates that shapes can be put together to make new shapes or forms.</li> <li>f. Creates composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object, sculpture, jewelry).</li> </ul>	<p><b>VAK.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create sculpture using a variety of media and techniques.</li> <li>b. Experiment with clay to create forms (e.g. rolling, pinching, modeling).</li> <li>c. Create works of art using traditional and/or contemporary craft materials and methods.</li> </ul>
<p><b>VAKPR.4 Participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Develops title for finished work.</li> <li>b. Views and discusses displayed artwork.</li> </ul>	<p><b>VAK.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</b></p> <ul style="list-style-type: none"> <li>a. Complete works of art.</li> <li>b. Sign a finished work of art.</li> </ul>

<b>Kindergarten</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAKAR.1 Discusses his or her own artwork and the artwork of others.</b></p> <ul style="list-style-type: none"> <li>a. Shows an interest in art.</li> <li>b. Describes his or her artwork, revealing media subject and story.</li> <li>c. Compares and contrasts artworks based on subject, theme, and/or elements.</li> <li>d. Expresses preference for one of two or three artworks (reproductions).</li> <li>e. Uses art terms with emphasis on the elements of art: space, line, shape, form, color, value, texture.</li> <li>f. Identifies and names lines (e.g., straight, curved, broken, zigzag, spiral, scalloped, thick and thin).</li> <li>g. Recognizes organic shapes and names geometric shapes.</li> <li>h. Correctly names colors.</li> <li>i. Lists primary colors.</li> <li>j. Names geometric forms (e.g., spheres, cubes).</li> <li>k. Identifies relationships of placement in space (e.g., beside/overlapping, above/below, close/far, right/left, top/bottom, front/back, over/under).</li> <li>l. Identifies space as empty or crowded.</li> <li>m. Identifies texture as the way something feels.</li> <li>n. Names a variety of textures (e.g., smooth, rough, hard, soft).</li> <li>o. Identifies how elements of art communicate specific feeling.</li> <li>p. Describes how repeated colors, lines, shapes, forms, or textures make pattern in an artwork.</li> </ul>	<p><b>VAK.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Use a variety of strategies for art criticism.</li> <li>b. Discuss works of art using art vocabulary with an emphasis on the elements of art.</li> <li>c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.</li> </ul>

<b>Kindergarten</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAKAR.2 Utilizes a variety of approaches to understand and critique works of art.</b></p> <ul style="list-style-type: none"> <li>a. Poses questions and gathers information from works of art.</li> <li>b. Reads meaning through interpretation of ideas, thoughts and feelings expressed in artwork.</li> <li>c. Connects life experience to artwork</li> </ul>	<p><b>Reorganized/combined into VAK.RE.1</b></p>
<p><b>VAKC.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.</li> <li>b. Creates works of art inspired by universal themes (e.g., self, family, community, world).</li> </ul>	<p><b>VAK.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</b></p> <ul style="list-style-type: none"> <li>a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.</li> </ul>
<p><b>VAKC.2 Develops life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Understands learning goals for artwork and evaluates when goals are met.</li> <li>b. Adapts to change.</li> </ul>	<p><b>VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p>
<p><b>New Standard</b></p>	<p><b>VAK.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</b></p>

<b>First Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA1MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes and discusses how visual images can have multiple meanings.</li> <li>b. Generates multiple visual images.</li> </ul>	<p><b>VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Generate individual and group ideas in response to visual images and personal experiences.</li> <li>b. Generate visual images in response to open ended prompts, themes, and narratives.</li> <li>c. Produce multiple prototypes in the planning stages for works of art (e.g. sketches, models).</li> </ul>
<p><b>VA1MC.2 Formulates personal responses.</b></p> <ul style="list-style-type: none"> <li>a. Makes connections between visual images and personal experiences.</li> <li>b. Expresses individual ideas, thoughts, and feelings through drawing.</li> <li>c. Explores how meaning can change when images are revised.</li> </ul>	<p style="text-align: center;"><b>Reorganized/combined into VA1.CR.1</b></p>

First Grade	
Current GPS	GSE
<p><b>VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Describes subjects in art works such as animals, people, places, and things.</li> <li>b. Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.</li> <li>c. Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.</li> <li>d. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art</li> </ul>	<p><b>Reorganized/combined into VA1.CR.1</b></p>
<p><b>VA1CU.1 Identifies artists as creative thinkers who make art and share ideas.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes ways that artists are involved in communities (e.g., architects, painters, photographers, interior designers, educators, museum docents).</li> <li>b. Recognizes and associates selected artists with their individual works.</li> </ul>	<p><b>VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</li> <li>b. Explore the influence of artists and their work in a variety of cultures.</li> <li>c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).</li> </ul>

<b>First Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA1CU.2 Views and discusses selected artworks.</b></p> <ul style="list-style-type: none"> <li>a. Names subject and theme.</li> <li>b. Describes time and place.</li> <li>c. Identifies artist and culture.</li> </ul>	<p><b>Reorganized/combined into VA1.CN.1</b></p>
<p><b>VA1PR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).</li> <li>c. Creates art works that attempt to fill the space of art composition.</li> <li>d. Makes choices in developing art compositions.</li> <li>e. Combines materials in new and inventive ways to make a finished work of art.</li> </ul>	<p><b>VA1.CR.2 Create works of art based on selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Create works of art emphasizing one or more elements of art and/or principles of design.</li> <li>b. Create works of art that attempt to fill the space in an art composition.</li> </ul>

<b>First Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).</li> <li>b. Identifies lines and shapes in order to draw an object.</li> <li>c. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).</li> <li>d. Mixes two primary colors to make a secondary color.</li> <li>e. Creates prints using a variety of stamping techniques (e.g. thumb prints, cardboard, sponges, found objects).</li> <li>f. Uses an awareness of shape, pattern, and texture to create a variety of print art.</li> <li>g. Develops manual dexterity through craft techniques (e.g., collage, stitchery, weaving).</li> </ul>	<p><b>VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create drawings and paintings with a variety of media.</li> <li>b. Explore printmaking processes (e.g. stamping).</li> <li>c. Develop manual dexterity through craft techniques (e.g. collage, stitchery, weaving).</li> <li>d. Identify primary colors and mix them to make new colors.</li> <li>e. Explore spatial relationships.</li> </ul>

<b>First Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA1PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Uses clay techniques to create forms (e.g., modeling, rolling, pinching).</li> <li>b. Incorporates texture into ceramic artwork.</li> <li>c. Uses an awareness of form, pattern, and texture.</li> <li>d. Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).</li> </ul>	<p><b>VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create sculpture using a variety of media and techniques.</li> <li>b. Create works of art using clay techniques to create forms (e.g. modeling, rolling, pinching).</li> <li>c. Create three-dimensional composition using traditional and/or contemporary craft materials and methods (e.g. paper sculpture, found object assemblage, jewelry).</li> </ul>
<p><b>VA1PR.4 Participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Assigns a title that describes his or her finished work of art.</li> <li>b. Signs a finished work of art.</li> </ul>	<p><b>VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</b></p> <ul style="list-style-type: none"> <li>a. Complete works of art.</li> <li>b. Sign a finished work of art.</li> </ul>

<b>First Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA1AR.1 Discusses his or her artwork and the artwork of others.</b></p> <ul style="list-style-type: none"> <li>a. Shows an interest in art.</li> <li>b. Demonstrates a respect for art forms and art objects.</li> <li>c. Describes own artwork, revealing subject matter and story.</li> <li>d. Expresses feelings in response to examining artworks.</li> <li>e. Identifies and compares specific elements and principles of art and how these contribute to communicating specific feelings.</li> <li>f. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.</li> <li>g. Identifies lines as outlines or edges of shapes and forms.</li> <li>h. Recognizes how media and techniques affect line qualities.</li> <li>i. Differentiates between geometric shapes and organic shapes.</li> <li>j. Identifies primary colors and secondary colors on the color wheel.</li> <li>k. Names geometric forms (e.g., spheres, cubes, cylinders, cones, rectangular prisms).</li> <li>l. Recognizes that forms have different sides and occupy space.</li> <li>m. Observes and identifies positive and negative space.</li> <li>n. Identifies texture by feel and sight.</li> <li>o. Names and describes a variety of textures by feel and by sight.</li> <li>p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.</li> </ul>	<p><b>VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Use a variety of strategies for art criticism.</li> <li>b. Explain how selected elements of art are used in works of art to convey meaning.</li> <li>c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.</li> </ul>

<b>First Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA1AR.2 Uses a variety of approaches to understand and critique works of art.</b></p> <ul style="list-style-type: none"> <li>a. Examines two artworks identifying similarities and differences.</li> <li>b. Expresses and explains preference for one of two or three artworks.</li> </ul>	<p><b>Reorganized/combined into VA1.RE.1</b></p>
<p><b>VA1C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.</li> <li>b. Creates works of art inspired by universal themes (e.g., self, family, community, world).</li> </ul>	<p><b>VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</b></p> <ul style="list-style-type: none"> <li>a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.</li> </ul>
<p><b>VA1C.2 Develops life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Understands learning goals for artwork and evaluates when goals are met.</li> <li>b. Adapts to change.</li> </ul>	<p><b>VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p>
<p><b>Element taken from VA1.PR.3 to create a new standard</b></p>	<p><b>VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</b></p>

<b>Second Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA2MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <p>a. Generates visual images in response to open-ended prompts, themes, and narratives.</p>	<p><b>VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</b></p> <p>a. Generate individual and group ideas in response to visual images and personal experiences.</p> <p>b. Generate visual images in response to open-ended prompts, themes, and narratives.</p> <p>c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, models).</p>
<p><b>VA2MC.2 Formulates personal responses.</b></p> <p>a. Produces multiple interpretations for an object or image.</p> <p>b. Revises artwork in response to unanticipated insights and discoveries.</p>	<p><b>Reorganized/combined into VA2.CR.1</b></p>

Second Grade	
Current GPS	GSE
<p><b>VA2MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Discusses uses of symbols and cultural icons in artwork.</li> <li>b. Mentally envisions what cannot be directly observed (e.g., depicting imaginary worlds, fantastic machines, unusual creatures).</li> <li>c. Generates new images and meaning by using visual analogy and metaphor (e.g., seeing a cloud as an animal).</li> <li>d. Observes how the visual relationship of objects and ideas affects meaning and/or significance.</li> </ul>	<p><b>Reorganized/combined into VA2.CR.1</b></p>
<p><b>VA2CU.1 Identifies artists as creative thinkers who make art and share their ideas.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes unique contributions of contemporary and historical Georgia artists and art forms.</li> <li>b. Creates artwork that explores ideas, issues, and events from current and past cultures.</li> </ul>	<p><b>VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</li> <li>b. Explore the influences of artists and their work in a variety of cultures.</li> <li>c. Make inferences to identify time and place in works of art.</li> <li>d. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).</li> </ul>

<b>Second Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA2CU.2 Views and discusses selected artworks.</b></p> <ul style="list-style-type: none"> <li>a. Names subject and theme.</li> <li>b. Uses context clues to identify time and place.</li> <li>c. Theorizes and suggests how culture and environment provide inspiration for creating artworks.</li> <li>d. Recognizes media and technique.</li> <li>e. Observes and discusses simple perspective techniques (e.g., diminishing size, overlapping, placement on the picture plane).</li> </ul>	<p><b>Reorganized/combined into VA2.RE.1</b></p>
<p><b>VA2PR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Creates artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture) and principles of design (e.g., balance, repetition).</li> <li>c. Combines materials in new and inventive ways to make a finished work of art</li> </ul>	<p><b>VA2.CR.2 Create works of art based on selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Create works of art emphasizing multiple elements of art and/or principles of design.</li> </ul>

Second Grade	
Current GPS	GSE
<p><b>VA2PR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Creates artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture) and principles of design (e.g., balance, repetition).</li> <li>c. Combines materials in new and inventive ways to make a finished work of art.</li> </ul>	<p><b>Reorganized/combined into VA2.CR.2</b></p>
<p><b>VA2PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels).</li> <li>b. Creates landscape with a horizon line.</li> <li>c. Creates paintings with a variety of media (e.g., tempera, watercolor).</li> <li>d. Mixes colors intentionally to create specific new colors.</li> <li>e. Mixes white with colors to create tints and black with colors to create shades (values).</li> <li>f. Creates prints using mono-printing or relief techniques.</li> <li>g. Develops craft techniques (e.g., collage, stitchery, weaving).</li> </ul>	<p><b>VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create drawings and paintings with a variety of media.</li> <li>b. Experiment with printmaking techniques (e.g. mono-prints, relief prints).</li> <li>c. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).</li> <li>d. Explore basic color theory (e.g. tertiary colors, values, color scheme).</li> </ul>

<b>Second Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates ceramic objects incorporating basic additive method.</li> <li>b. Creates sculpture using a variety of materials and methods (e.g., papier-mâché, paper sculpture, assemblage, found objects).</li> <li>c. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, and jewelry).</li> </ul>	<p><b>VA2.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create sculpture using a variety of materials and methods (e.g. papier-mâché, paper sculpture, assemblage, found objects).</li> <li>b. Create clay objects incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).</li> <li>c. Create three-dimensional composition using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry).</li> </ul>
<p><b>VA2PR.4 Participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Writes a title that describes his or her finished work of art.</li> <li>b. Writes an artist’s statement by reflecting on finished artwork.</li> <li>c. Signs a finished work of art.</li> <li>d. Views displayed artwork.</li> </ul>	<p><b>VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</b></p> <ul style="list-style-type: none"> <li>a. Sign a finished work of art.</li> <li>b. Create a title for a work of art.</li> </ul>

<b>Second Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA2AR.1 Discusses his or her artwork and the artwork of others.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates a respect for art forms and art objects.</li> <li>b. Identifies the differences between photographs, paintings, drawings and sculptures.</li> <li>c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, and texture.</li> <li>d. Differentiates horizontal, vertical, and diagonal lines.</li> <li>e. Uses art terminology with emphasis on the principles of design: contrast, rhythm/movement, and pattern/repetition.</li> <li>f. Recognizes that lines can show rhythm and movement.</li> <li>g. Demonstrates that shape/forms can have balance (e.g., symmetrical, asymmetrical).</li> <li>h. Identifies geometric and non-geometric shapes and forms in artwork.</li> <li>i. Describes colors as warm or cool.</li> <li>j. Identifies value as the lightness or darkness of a color.</li> <li>k. Distinguishes between 2-D shapes and 3-D forms.</li> <li>l. Explains how space is either positive or negative.</li> <li>m. Identifies symmetrical (formal) and radial balance in artworks and in nature.</li> <li>n. Distinguishes between the textures of materials, such as fabric, yarn, paper, clay, and found objects.</li> <li>o. Recognizes that texture can be visual and/or tactile.</li> <li>p. Describes how repeated colors, lines, shapes, forms, or textures can make a pattern in an artwork.</li> </ul>	<p><b>VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Use a variety of strategies for art criticism.</li> <li>b. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.</li> <li>c. Use art terminology with emphasis on selected elements and principles of art.</li> <li>d. Use a variety of strategies to discuss and reflect on personal works of art and the work of peers.</li> </ul>

<b>Second Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA2AR.2 Uses a variety of approaches to understand and critique works of art.</b></p> <ul style="list-style-type: none"> <li>a. Describes his or her artwork, revealing subject, story, and intention.</li> <li>b. Discusses and compares his or her definition of art with that of others.</li> <li>c. Compares and contrasts artworks based on subject, theme, and/or elements.</li> <li>d. Expresses preference for one of two or three artworks.</li> </ul>	<p><b>Reorganized/combined into VA2.RE.1</b></p>
<p><b>VA2C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Explores and creates art inspired by ideas from literature, science, music, and/or math.</li> <li>b. Creates works of art inspired by universal themes (e.g., self, family, community, world).</li> </ul>	<p><b>VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.</b></p>
<p><b>VA2C.2 Develops life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Adapts to change.</li> <li>c. Works in teams.</li> <li>d. Guides and leads others</li> </ul>	<p><b>VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p>
<p style="text-align: center;"><b>Element taken from VA2.PR.3 to create a new standard</b></p>	<p><b>VA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</b></p>

<b>Third Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA3MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Creates a series of thumbnail sketches to alter visual images, such as magnifying, reducing, repeating or combining them in unusual ways, to change how they are perceived and interpreted.</li> <li>b. Formulates visual ideas by using a variety of resources (books, magazines, and Internet).</li> </ul>	<p><b>VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Elaborate on imaginative ideas, universal themes, and symbolic images to produce art.</li> <li>b. Use available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</li> <li>c. Create sketches for planning and self-reflection.</li> </ul>
<p><b>VA3MC.2 Formulates personal responses to visual imagery.</b></p> <ul style="list-style-type: none"> <li>a. Uses a sketchbook for planning and self-reflection.</li> <li>b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.</li> </ul>	<p><b>Reorganized/combined into VA3.CR.1</b></p>

<b>Third Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA3MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Generates different viewpoints for making and interpreting a visual image.</li> <li>b. Develops open-ended themes/topics in unique and innovative ways (e.g., modifying or combining visual images).</li> <li>c. Observes how visual relationship of objects and ideas (e.g., contrast, proportion, placement) affects appearance and how arrangements may affect meaning and/or significance.</li> </ul>	<p><b>Reorganized/combined into VA3.CR.1</b></p>
<p><b>VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.</li> <li>b. Discovers personal relationship to community, culture, and world through making and studying art</li> </ul>	<p><b>VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</li> <li>b. Compare ideas and universal themes from diverse cultures of the past and present.</li> <li>c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).</li> </ul>

<b>Third Grade</b>	
<b>Current Standard</b>	<b>GSE</b>
<p><b>VA3CU.2 Views and discusses selected artworks.</b></p> <ul style="list-style-type: none"> <li>a. Names subject and theme.</li> <li>b. Uses context clues to identify time and place.</li> <li>c. Identifies artist and culture.</li> <li>d. Recognizes media and technique.</li> <li>e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).</li> </ul>	<p><b>Reorganized/combined into VA3.RE.1</b></p>
<p><b>VA3PR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, form, texture).</li> <li>c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).</li> <li>d. Combines materials in new and inventive ways to make a finished work of art</li> </ul>	<p><b>VA3.CR.2 Create works of art based on selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</li> <li>b. Create works of art emphasizing multiple elements of art and/or principles of design.</li> </ul>

<b>Third Grade</b>	
<b>Current Standard</b>	<b>GSE</b>
<p><b>VA3PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates drawings with a variety of media (e.g., pencils, crayons, pastel).</li> <li>b. Draws lines with varied weights and in varied ways.</li> <li>c. Uses directional lines (vertical, horizontal, diagonal).</li> <li>d. Creates landscape with foreground, middle ground, background.</li> <li>e. Achieves distance through diminishing sizes and placement of objects higher on the page.</li> <li>f. Creates paintings with a variety of media (e.g., tempera, watercolor).</li> <li>g. Creates prints using mono-printing and relief techniques.</li> </ul>	<p><b>VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).</li> <li>b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).</li> <li>c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage).</li> <li>d. Develop and apply an understanding of color schemes to create works of art.</li> <li>e. Use spatial concepts to create works of art (e.g. foreground, middle ground, background, size, placement, detail).</li> </ul>

<b>Third Grade</b>	
<b>Current Standard</b>	<b>GSE</b>
<p><b>VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates ceramic objects incorporating the additive method using score and slip.</li> <li>b. Creates sculpture using a variety of methods (e.g., papier- mâché, cutting, folding, found objects).</li> <li>c. Makes decisions about surface treatment of sculpture or ceramic form.</li> <li>d. Creates composition using traditional and/or contemporary craft methods (e.g., weaving, stitchery, jewelry).</li> </ul>	<p><b>VA3.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).</li> <li>b. Create ceramic works of art incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).</li> <li>c. Create works of art using traditional and/or contemporary craft methods (e.g., weaving, stitchery, jewelry, puppetry).</li> </ul>
<p><b>VA3PR.4 Participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.</li> <li>b. Participates in an art exhibit.</li> </ul>	<p><b>VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</b></p> <ul style="list-style-type: none"> <li>a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.</li> <li>b. Choose works of art to be displayed based on thoughtful reflection.</li> </ul>

<b>Third Grade</b>	
<b>Current Standard</b>	<b>GSE</b>
<p><b>VA3AR.1 Discusses his or her artwork and the artwork of others.</b></p> <ul style="list-style-type: none"> <li>a. Describes how size, colors, lines, shapes, and textures are organized in artwork to create a focus or center of interest (emphasis).</li> <li>b. Demonstrates a respect for art forms and art objects.</li> <li>c. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.</li> <li>d. Uses art terminology with emphasis on the principles of design. (e.g., balance, proportion, rhythm, emphasis, unity, contrast).</li> <li>e. Recognizes that lines can be used to suggest movement, feelings, sounds, and ideas.</li> <li>f. Points to descriptive, directional, and expressive lines in artworks.</li> <li>g. Explains how texture (implied and actual) is used in two-dimensional shapes and three-dimensional forms.</li> <li>h. Identifies intermediate and complementary colors, tints, and shades of colors.</li> <li>i. Recognizes value as the lightness and darkness of a color.</li> <li>j. Distinguishes between 2-D shapes and 3-D forms.</li> <li>k. Recognizes the division of picture plane into foreground, middle ground, and background.</li> <li>l. Describes how negative and positive space is related.</li> <li>m. Recognizes and compares symmetrical and asymmetrical balance in artworks.</li> </ul>	<p><b>VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Use art terminology with emphasis on the elements of art and/or principles of design.</li> <li>b. Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created.</li> <li>c. Use a variety of approaches to engage in verbal and/or written art criticism.</li> <li>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</li> </ul>

<b>Third Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA3AR.2 Uses a variety of approaches to understand and critique works of art.</b>  <b>The student--</b></p> <ul style="list-style-type: none"> <li>a. Distinguishes between original artwork and reproductions.</li> <li>b. Describes his/her artwork revealing subject, story, and intention.</li> <li>c. Compares and contrasts artworks based on subject, theme, and/or elements and principles of art.</li> <li>d. Expresses preference for one of two or three artworks and gives reasons why.</li> <li>e. Discusses how the elements and principles of design contribute to the composition in an artwork.</li> </ul>	<p><b>Combined with VA3AR.1 to create VA3.RE.1</b></p>
<p><b>VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Makes interdisciplinary connections, applying art skills and knowledge to improve understanding in other disciplines.</li> <li>b. Creates works of art inspired by universal themes (e.g., self, family, community, world).</li> </ul>	<p><b>VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</b></p>
<p><b>VA3C.2 Develops life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Adapts to change.</li> <li>c. Works in teams.</li> <li>d. Guides and leads others.</li> <li>e. Directs own learning.</li> <li>f. Demonstrates persistence.</li> </ul>	<p><b>VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p>

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<b>Third Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>Element taken from VA3.PR.3 to create a new standard</b>	<b>VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</b>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating, or combining them in unusual ways) to change how they are perceived and interpreted.</li> <li>b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).</li> </ul>	<p><b>VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Brainstorm multiple approaches to plan works of art by using imaginative ideas, universal themes, and/or symbolic images.</li> <li>b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.</li> <li>c. Create sketches for planning and self-reflection.</li> </ul>
<p><b>VA4MC.2 Formulates personal responses to visual imagery.</b></p> <ul style="list-style-type: none"> <li>a. Uses a sketchbook for planning and self-reflection.</li> <li>b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.</li> <li>c. Self-monitors by asking questions before, during, and after art production to reflect upon and guide the artistic process</li> </ul>	<p><b>Reorganized/combined into VA4.CR.1</b></p>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Generates different viewpoints for making and interpreting a visual image.</li> <li>b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.</li> <li>c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how placement may affect meaning and/or significance.</li> </ul>	<p><b>Reorganized/combined into VA4.CR.1</b></p>
<p><b>VA4CU.1 Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms.</li> <li>b. Explores and articulates ideas and universal themes from diverse cultures of the past and present.</li> </ul>	<p><b>VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</li> <li>b. Compare and contrast ideas and universal themes from diverse cultures of the past and present.</li> <li>c. Discuss how social, political, and/or cultural events inspire art.</li> <li>d. Investigate ways in which professional artists contribute to the development of their communities (e.g. architects, painters, photographers, interior and fashion designers, educators, museum educators).</li> </ul>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4CU.2 Views and discusses selected artworks.</b></p> <ul style="list-style-type: none"> <li>a. Identifies elements, principles, themes, and/ or time period in a work of art.</li> <li>b. Discusses how social events inspire art from a given time period.</li> </ul>	<p><b>Reorganized/combined into VA4.RE.1</b></p>
<p><b>VA4PR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.</li> <li>b. Makes design decisions as the result of conscious, thoughtful planning and choices.</li> <li>c. Communicates values, opinions, or personal insights through an original work of art.</li> <li>d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.</li> <li>e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)</li> <li>f. Produces artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture)</li> <li>g. Combines materials in new and inventive ways to make a finished work of art.</li> </ul>	<p><b>VA4.CR.2 Create works of art based on selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Create original works of art that communicate values, opinions, and/or feelings.</li> <li>b. Create representational works of art from direct observation (e.g. landscape, still life, portrait).</li> <li>c. Create works of art emphasizing multiple elements of art and/or principles of design.</li> </ul>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Produces drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).</li> <li>b. Creates contour drawing.</li> <li>c. Uses shading (changes in value) to create depth and model form.</li> <li>d. Captures movement in artworks, such as gesture drawings.</li> <li>e. Creates paintings with a variety of media (e.g., tempera, watercolor, acrylic).</li> <li>f. Mixes and uses color schemes (analogous, monochromatic, complementary, neutral).</li> <li>g. Creates a series of numbered prints.</li> <li>h. Creates art works using available technology (e.g., computer, scanner, camera, digital/video recorder).</li> </ul>	<p><b>VA4.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).</li> <li>b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).</li> <li>c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage, available technology).</li> <li>d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).</li> <li>e. Explore multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).</li> </ul>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.</li> <li>b. Creates ceramic objects using hand-building methods (e.g., pinch, coil, slab,) clay processing techniques (e.g., wedge, score and slip) and surface design (e.g. stamping, relief carving, glazing, burnishing)</li> <li>c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier mâché, paper sculpture, assemblage, found object sculpture).</li> </ul>	<p><b>VA4.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Create clay objects, incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).</li> <li>b. Create open or closed form sculptures using selected methods/techniques (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).</li> <li>c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry, puppetry).</li> </ul>
<p><b>VA4PR.4 Plans and participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art.</li> <li>b. Chooses artwork to be displayed.</li> <li>c. Attends art exhibits in the school and/or local community.</li> </ul>	<p><b>VA4.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</b></p> <ul style="list-style-type: none"> <li>a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.</li> <li>b. Choose works of art to be displayed based on thoughtful reflection.</li> </ul>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4AR.1 Develops and maintains an individual portfolio of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Distinguishes between complete and incomplete artworks.</li> <li>b. Identifies strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.</li> </ul>	<p><b>VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.</li> <li>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</li> <li>c. Use a variety of approaches to engage in verbal and/or written art criticism.</li> <li>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</li> </ul>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4AR.2 Uses a variety of approaches to understand and critique works of art.</b></p> <ul style="list-style-type: none"> <li>a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).</li> <li>b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.</li> <li>c. Distinguishes among representational art, abstract art, and non-objective art forms.</li> <li>d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.</li> <li>e. Demonstrates how shape/form can have radial balance or symmetrical balance.</li> <li>f. Writes about art for an audience and captures the feelings represented in words</li> </ul>	<p><b>Condensed/combined with VA4AR.1 to create VA4.RE.1</b></p>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4AR.3 Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.</b></p> <ul style="list-style-type: none"> <li>a. Uses art terminology with emphasis on the elements of art: space, line, shape, form, color, value, texture.</li> <li>b. Uses art terminology with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, and contrast.</li> <li>c. Recognizes spatial concepts that show depth in art works (e.g., overlapping, placement, size, color, detail) and uses them in a work of art.</li> <li>d. Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (e.g., dimensional line, shading techniques).</li> <li>e. Discusses properties of color (e.g., hue, intensity, value), color schemes (e.g., neutral, complementary, analogous, monochromatic, triadic) and properties of color and how they are used in a work of art.</li> <li>f. Demonstrates how contrast can be used in a work of art to create emphasis.</li> <li>g. Explains the use of positive and negative space in composition.</li> <li>h. Describes how repeated colors, lines, shapes, forms, or textures can create pattern and show movement in an artwork.</li> <li>i. Demonstrates how the relationship of size between objects affects scale and proportion in a work of art</li> <li>j. Uses adjectives to describe texture</li> </ul>	<p><b>Condensed/combined with VA4AR.1 to create VA4.RE.1</b></p>

<b>Fourth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA4C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines.</li> <li>b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).</li> <li>c. Describes and discusses design in daily life (e.g., clothing, houses, cars, furniture).</li> </ul>	<p><b>VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</b></p> <ul style="list-style-type: none"> <li>a. Apply art skills and knowledge to improve understanding in other disciplines.</li> <li>b. Describe and discuss various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).</li> </ul>
<p><b>VA4C.2 Develops life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Adapts to change.</li> <li>c. Works in teams.</li> <li>d. Guides and lead others.</li> <li>e. Directs own learning.</li> <li>f. Demonstrates persistence</li> </ul>	<p><b>VA4.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p>
<p><b>Element taken from VA4.PR.3 to create a new standard</b></p>	<p><b>VA4.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</b></p>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating or combining them in a variety of ways) to change how they are perceived and interpreted.</li> <li>b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet).</li> <li>c. Develops fluency, flexibility, and elaboration of ideas in the development of a work of art.</li> </ul>	<p><b>VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.</li> <li>b. Use available resources, tools, and technologies to investigate personal ideas through making works of art.</li> <li>c. Create sketches for planning and self-reflection.</li> </ul>
<p><b>VA5MC.2 Formulates personal responses to visual imagery.</b></p> <ul style="list-style-type: none"> <li>a. Uses a sketchbook for planning and self-reflection.</li> <li>b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning.</li> <li>c. Applies images from a variety of sources (e.g., personal experience, social and/or academic interests, books, visual resources, popular culture) and transforms them in free and open-ended ways.</li> <li>d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas</li> </ul>	<p><b>Reorganized/combined into VA4.CR.1</b></p>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5MC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Generates different viewpoints for making and interpreting a visual image.</li> <li>b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways.</li> <li>c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how the placement may affect meaning and/or significance.</li> </ul>	<p><b>Reorganized/combined into VA4.CR.1</b></p>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes the unique contributions of contemporary and historical artists and art forms.</li> <li>b. Explores and articulates ideas, themes, and events from diverse cultures of the past and present.</li> </ul>	<p><b>VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.</li> <li>b. Explore and interpret ideas, themes, and events from diverse cultures of the past and present to inform one’s own work.</li> <li>c. Discuss how social, political, and/or cultural events inspire art.</li> <li>d. Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.</li> <li>e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).</li> </ul>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5CU.2 Views and discusses selected artworks.</b></p> <ul style="list-style-type: none"> <li>a. Identifies elements, principle, themes, and/ or time period in a work of art.</li> <li>b. Investigates how art history shapes contemporary life.</li> <li>c. Discusses how social events inspire art from a given time period.</li> </ul>	<p><b>Reorganized/combined into VA5.RE.1</b></p>
<p><b>VA5PR.1 Creates artworks based on personal experience and selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Interprets visually the big ideas (community, identity, nature, justice, conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning.</li> <li>b. Makes design decisions as the result of conscious, thoughtful planning and choices.</li> <li>c. Communicates values, opinions, or personal insights through an original work of art.</li> <li>d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination.</li> <li>e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.)</li> <li>f. Produces artworks emphasizing one or more elements of art (e.g. color, line shape form, texture).</li> <li>g. Combines materials in new and inventive ways to make a finished work of art.</li> </ul>	<p><b>VA5.CR.2 Create works of art based on selected themes.</b></p> <ul style="list-style-type: none"> <li>a. Create original works of art that communicate values, opinions, and feelings.</li> <li>b. Create representational works of art from direct observation (e.g. landscape, still life, portrait).</li> <li>c. Create works of art inspired by historical and/or social events.</li> <li>d. Create works of art emphasizing multiple elements of art and/or principles of design.</li> </ul>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5PR.2 Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates drawings with a variety of media (e.g., pencils, crayons, pastels, and charcoal).</li> <li>b. Draws images from careful observation.</li> <li>c. Produces drawings that emphasize proportion and/or distortion.</li> <li>d. Creates drawings using a variety of techniques (e.g., linear perspective, contour line, gesture line).</li> <li>e. Creates paintings with a variety of media (e.g., acrylic, tempera, watercolor).</li> <li>f. Uses color schemes in a work of art (analogous, monochromatic, complementary, neutral, tertiary).</li> <li>g. Creates an edition of prints.</li> <li>h. Creates art works using available technology (e.g., computers, cameras, digital/video recorder).</li> </ul>	<p><b>VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).</li> <li>b. Apply printmaking processes to create works of art (e.g. monoprints, collagraphs, Styrofoam prints, editions, reduction prints).</li> <li>c. Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).</li> <li>d. Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).</li> <li>e. Apply multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).</li> </ul>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</b></p> <ul style="list-style-type: none"> <li>a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement.</li> <li>b. Creates ceramic objects demonstrating refinement of the additive or subtractive method. (e.g., pinch method, coil method, relief) and techniques (e.g., score and slip, wedging, slab method, surface texture).</li> <li>c. Creates sculpture using a variety of methods (e.g., papier- mâché, cutting, folding, found objects).</li> <li>d. Creates compositions using traditional and/or contemporary craft methods (e.g., weaving, stitchery, batik, jewelry, book arts).</li> </ul>	<p><b>VA5.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional works of art.</b></p> <ul style="list-style-type: none"> <li>a. Create clay objects, demonstrating refinement of combined hand-building techniques (e.g. pinch method, coil method, slab, surface design).</li> <li>b. Create sculpture that demonstrates a design concept using a variety of methods (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).</li> <li>c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, puppetry, batik, jewelry, book arts).</li> </ul>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5PR.4 Plans and participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Prepares artwork for exhibition by writing a title, statement and signature on his or her finished work of art.</li> <li>b. Chooses artwork to be displayed.</li> <li>c. Attends art exhibits in the school and/or local community</li> </ul>	<p><b>VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</b></p> <ul style="list-style-type: none"> <li>a. Prepare works of art for exhibition with signature, title, and artist statement.</li> <li>b. Choose works of art to be displayed based on reflection and designated criteria.</li> </ul>
<p><b>VA5AR.1 Develops and maintains an individual portfolio of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Distinguishes between complete and incomplete artworks.</li> <li>b. Develops strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art.</li> </ul>	<p><b>VA5.PR.2 Develop and maintain an individual portfolio of works of art.</b></p>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5AR.2 Uses a variety of approaches to understand and critique works of art.</b></p> <ul style="list-style-type: none"> <li>a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).</li> <li>b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.</li> <li>c. Distinguishes between representational, abstract art and non-objective forms.</li> <li>d. Analyzes and assesses an artist’s intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present but what is missing.</li> <li>e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.</li> <li>f. Writes about art for an audience and captures the feelings represented in words.</li> </ul>	<p><b>VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.</li> <li>b. Explain how selected elements and principles of design are used in works of art to convey meaning.</li> <li>c. Use a variety of approaches to engage in verbal and/or written art criticism.</li> <li>d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.</li> </ul>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.</b></p> <ul style="list-style-type: none"> <li>a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, value, texture.</li> <li>b. Uses art terms with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, contrast.</li> <li>c. Describes how line can be used to show shape, movement, and space.</li> <li>d. Explains how the relationship of size between objects affects the scale and proportion in a work of art.</li> <li>e. Recognizes aerial and linear perspective techniques in a work of art.</li> <li>f. Describes how repeated colors, lines, shapes, forms, or textures can show movement in an artwork.</li> <li>g. Discusses the effect of color properties (hue, intensity, and value) and color schemes (analogous, monochromatic, complementary) on the composition.</li> <li>h. Identifies the use of light to show texture, shape and form.</li> <li>i. Describes how changes in light affect the perception of color.</li> <li>j. Explains how warm and cool colors create space in a work of art. (e.g., warm forward/ cool recedes).</li> <li>k. Identifies emphasis in a composition by the amount of contrasts in hues (colors), intensity (brightness), and value (dark- light).</li> <li>l. Differentiates relief sculpture and sculpture in the round.</li> <li>m. Examines how artists use linear perspective (one- and two-point), atmospheric perspective, overlapping, size variation, and placement in the picture plane to achieve depth in artworks.</li> <li>n. Analyzes proportion in artworks as the relationship of one part to another or to the whole.</li> <li>o. Explains that negative space is the area that surrounds an object.</li> <li>p. Describes how textures, real or implied, affect an artwork.</li> </ul>	<p><b>Reorganized/combined into VA5.RE.1</b></p>

<b>Fifth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Makes interdisciplinary connections applying art skills, knowledge, and ideas to improve understanding in other disciplines.</li> <li>b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist).</li> <li>c. Describes and discusses design in daily life (e. g., clothing, houses, cars, furniture).</li> <li>d. Identifies how and why skills (e.g., observation, perception, imagination) impact art and enhance non-art endeavors.</li> </ul>	<p><b>VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</b></p> <ul style="list-style-type: none"> <li>a. Describe and discusses various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).</li> </ul>
<p><b>VA5C.2 Develops life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Adapts to change.</li> <li>c. Works in teams.</li> <li>d. Guides and leads others.</li> <li>e. Directs own learning.</li> <li>f. Demonstrates persistence</li> </ul>	<p><b>VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p>
<p><b>Element taken from VA5.PR.3 to create a new standard</b></p>	<p><b>VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</b></p>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Visualizes new ideas by using mental and visual imagery.</li> <li>b. Formulates and composes a series of ideas using a variety of resources(e.g., imagination, personal experience, social and/or academic interests, books, Internet, popular culture).</li> <li>c. Evidence may be documented through diagrams, journal-keeping, sketches, brain-storming lists, collections of art resources, and conversation.</li> <li>d. Explores essential questions, big ideas, or themes in personally relevant ways.</li> </ul>	<p><b>VA6.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Visualize new ideas by using mental and visual imagery.</li> <li>b. Explore essential questions, big ideas, and/or themes in personally relevant ways.</li> <li>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</li> <li>d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</li> <li>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6MC.2 Identifies and works to solve visual problems through creative thinking, planning, and/or experimenting with art materials, tools and techniques.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrates problem-solving skills by experimenting with different ideas, materials, or techniques.</li> <li>b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.</li> <li>c. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.</li> <li>d. Explores and invents artistic conventions (styles, techniques) to connect and express visual ideas.</li> </ul>	<p><b>VA6.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage materials, media arts).</li> <li>b. Produce three-dimensional works of art using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</li> <li>c. Use technology in the production of original works of art.</li> <li>d. Produce works of art that represent a range of intentions (e.g. realistic, abstract, non-objective).</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6MC.3 Interprets how artists communicate meaning in their work.</b></p> <ul style="list-style-type: none"> <li>a. Discusses common themes found in a variety of art works of past and/or present artists.</li> <li>b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.</li> <li>c. Identifies and analyzes the artists’ ideas, symbols, values, themes and/or intentions within artworks through spoken, written, or visual form.</li> <li>d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.</li> </ul>	<p><b>VA6.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Identify universal themes in works of art from diverse cultures, both past and present.</li> <li>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</li> <li>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6MC.4 Engages in dialogue about his or her artwork and the artwork of others.</b></p> <ul style="list-style-type: none"> <li>a. Provides personal response (e.g., spoken, written, or visual) to a work of art using the language of art.</li> <li>b. Participates in open-ended discussion, and supports peers through informal assessment of idea development and works of art in progress.</li> <li>c. Explores essential questions related to the study of art. (e.g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or reading, works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)</li> </ul>	<p><b>VA6.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Engage in supportive peer review through formal and informal assessment and idea development.</li> <li>b. Use the language of art to identify how meaning is conveyed in works of art.</li> <li>c. Describe and analyze the aesthetic qualities of specific works of art.</li> </ul> <p><b>VA6.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Write responses to works of art through various approaches</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6CU.1 Discovers how the creative process relates to art history.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes the unique contributions of past and present artists, art periods, and movements.</li> <li>b. Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.</li> <li>c. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one’s own vision.</li> <li>d. Recognizes varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture and history.</li> </ul>	<p><b>Reorganized/combined into VA6.CN.1</b></p>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Examines how forms and styles of visual and/or media arts are found in own community.</li> <li>b. Articulates ideas and themes from diverse cultures of the past and/or present.</li> <li>c. Recognizes the relationship between personal artistic contributions and one’s own relationship to the world at large.</li> <li>d. Participates in activities (e.g., discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history.</li> </ul>	<p><b>VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</li> <li>b. Interpret works or art considering themes, ideas, moods, and/or intentions.</li> <li>c. Define where and how we encounter images in our daily lives and how images influence our view of the world.</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6PR.1 Understands and applies media, techniques, and processes.</b></p> <ul style="list-style-type: none"> <li>a. Produces original two-dimensional artworks using a variety of media (e.g., pencils, markers, pastels, water-based paint, printmaking materials, collage material, photographic materials, and electronic media).</li> <li>b. Develops a variety of drawing skills (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.</li> <li>c. Produces three-dimensional artworks (e.g. ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g., clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber, textile and/or combinations of these media) and techniques.</li> <li>d. Develops awareness of the properties of art materials in preparation for art making.</li> <li>e. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).</li> <li>f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).</li> <li>g. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).</li> </ul>	<p><b>VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</li> <li>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</li> <li>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.</b></p> <ul style="list-style-type: none"> <li>a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events, pop culture).</li> <li>b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.</li> <li>c. Selects specific media and processes to express moods, feelings, themes, or ideas in a work of art.</li> <li>d. Develops and uses original visual metaphors in artwork to convey meaning.</li> <li>e. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).</li> </ul>	<p><b>Reorganized/combined into VA6.CR.3</b></p>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6PR.3 Incorporates an understanding of the language of art (elements and principles of design) to develop and organize own ideas, resolve specific visual arts problems, and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks.</li> <li>b. Creates artwork reflecting a range of concepts, ideas, and subject matter by incorporating specific elements or principles.</li> </ul>	<p><b>VA6.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Organize the elements of art using the principles of design to compose original works.</li> <li>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</li> <li>c. Apply color theory to create visual effects and communicate meaning (e.g. color schemes, relationships, properties).</li> </ul>
<p><b>VA6PR.4 Keeps a visual/verbal sketchbook journal to collect, develop and preserve ideas in order to produce works of art.</b></p> <ul style="list-style-type: none"> <li>a. Collects and explores inspirational images, words, thoughts and ideas.</li> <li>b. Maintains instructional information, consults resources, and creates notes.</li> <li>c. Practices techniques using a variety of media and tools.</li> <li>d. Composes preliminary sketches and drafts.</li> <li>e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/skills, notes, media processes).</li> </ul>	<p><b>VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Collect and explore inspirational images, words, thoughts, and ideas.</li> <li>b. Maintain instructional information, consult resources, and create notes.</li> <li>c. Practice techniques using a variety of media and tools.</li> <li>d. Compose preliminary sketches and drafts.</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6AR.1 Develops and maintains an individual portfolio of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Distinguishes between complete and incomplete artworks.</li> <li>b. Analyzes projects and revises them as needed.</li> <li>c. Compiles a collection of finished works that demonstrate competency using a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style over time.</li> </ul>	<p><b>VA6.PR.1 Plan, prepare, and present completed works of art.</b></p> <ul style="list-style-type: none"> <li>a. Participate in art exhibits in the school, local community, and/or online.</li> <li>b. Write an artist statement by reflecting on finished works of art.</li> <li>c. Develop and maintain a portfolio of works of art</li> </ul>
<p><b>VA6AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.</b></p> <ul style="list-style-type: none"> <li>a. Acquires a range of approaches using a variety of thinking strategies to understand and critique works of art using a variety of thinking strategies.</li> <li>b. Evaluates personal art works using multiple criteria.</li> <li>c. Develops skills to provide formal or informal feedback to peers on work in process as part of a community of learners.</li> <li>d. Provides respectful and constructive criticism to peers in informal or formal class critiques.</li> <li>e. Explains how selected principles of design and elements are used in an artwork to convey meaning and how they affect personal response to that artwork.</li> </ul>	<p><b>Reorganized/combined into VA6.RE.2</b></p>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6AR.3 Reflects and expands and expands use of visual language throughout the artistic process.</b></p> <ul style="list-style-type: none"> <li>a. Writes a personal reflection about a work of art in a journal, essay, or other written response that captures the felt meaning of a work of art.</li> <li>b. Reflects upon meaning conveyed by principles of design and elements of art discussing how these contribute to the merit of a work of art.</li> <li>c. Uses technology and/or visual organizers during the reflection process.</li> <li>d. Analyzes and interprets artworks through thoughtful discussion or written response considering themes, ideas, moods, or intentions presented by the artists.</li> <li>e. Revises artwork based on input from the critique process.</li> </ul>	<p><b>VA6.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Discover, define, and solve visual problems through experimentation with ideas, materials, and techniques.</li> <li>b. Revise works of art based on input from the critique process and group interaction.</li> <li>c. Evaluate personal works of art using a variety of artistic and technical criteria.</li> </ul>
<p><b>VA6PR.4 Plans and participates in appropriate exhibition(s) of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Writes a title that describes his or her finished work of art.</li> <li>b. Writes an artist’s statement by reflecting on finished artwork.</li> <li>c. Chooses artwork to be displayed.</li> <li>d. Participates in art exhibits in the school and/or local community.</li> </ul>	<p><b>Reorganized/combined into VA6.PR.1</b></p>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Makes interdisciplinary connections expanding upon and applying art skills and knowledge to enhance personal learning.</li> <li>b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of Artworks.</li> <li>c. Integrates themes, ideas and concepts from variety of disciplines.</li> </ul>	<p><b>VA6.CN.2 Develop life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Investigate and develop art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity).</li> <li>b. Articulate how the study of art benefits one’s future as a vocation or avocation.</li> </ul> <p><b>VA7.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Examine the presence and meaning of visual art in the community.</li> <li>b. Describe the connection between personal artistic creation and one’s relationship to local and global learning communities.</li> <li>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6C.2 Develops fluency in visual communication.</b></p> <ul style="list-style-type: none"> <li>a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).</li> <li>b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment), using art to enhance other areas of learning.</li> <li>c. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.</li> <li>d. Utilizes informational text (e.g., online journals, periodicals) to communicate art ideas.</li> </ul>	<p><b>VA6.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Engage in supportive peer review through formal and informal assessment and idea development.</li> <li>b. Use the language of art to identify how meaning is conveyed in works of art.</li> <li>c. Describe and analyze the aesthetic qualities of specific works of art.</li> </ul>

<b>Sixth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA6C.3 Expands knowledge of art as a profession and/or avocation.</b></p> <ul style="list-style-type: none"> <li>a. Identifies and discusses design in daily life (e.g., buildings, clothing, furniture, automobiles, advertising).</li> <li>b. Identifies skills and educational requirements necessary to pursue visual arts professions (e.g., fine artists, designers, art educators, architects, animators).</li> <li>c. Discusses how study in art benefits one’s future as a vocation: (e.g., making, collecting, and volunteering); art-related careers; and/or non-art careers and life skills.</li> <li>d. Identifies and builds art skills and habits of mind that support a variety of careers (e.g., higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).</li> </ul>	<p><b>VA6.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Recognize the presence and meaning of visual art in the community.</li> <li>b. Explore the connection between personal artistic creation and one’s relationship to local and global learning communities.</li> <li>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7MC.1 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.</b></p> <ul style="list-style-type: none"> <li>a. Uses imagination and the elements and principles of design to shape meaningful works of art.</li> <li>b. Visualizes new ideas using mental and visual imagery.</li> <li>c. Explores essential questions, formulates unique ideas and concepts using creative thinking and problem-solving skills (e.g., using visual organizers, diagrams, visual journals, brain-storming lists, art resources, and in discussions).</li> </ul>	<p><b>VA7.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Visualize and connect new ideas using mental and visual imagery.</li> <li>b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.</li> <li>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</li> <li>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</li> <li>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7MC.2 Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials.</b></p> <ul style="list-style-type: none"> <li>a. Uses art media to independently explore, discover and reflect on personal identity, interests, motivations and themes.</li> <li>b. Discovers and defines visual problems with increasing independence as a result of experimenting with ideas, materials, and techniques.</li> <li>c. Demonstrates understanding of the relationship between creativity and problem solving using a variety of problem-solving strategies to generate more than one solution for an artistic problem.</li> <li>d. Engages in open-ended discussion and solves artistic problems through group discussion and interaction.</li> <li>e. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.</li> </ul>	<p><b>VA7.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage material, media arts).</li> <li>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</li> <li>c. Use technology in the production of original works of art.</li> <li>d. Produce works of art that demonstrate awareness of a range of intentions (e.g. realistic, abstract, non-objective).</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7MC.3 Interprets how artists create and communicate meaning in and through their work.</b></p> <ul style="list-style-type: none"> <li>a. Identifies, discusses and analyzes common themes, symbols, values and/or intentions found in a variety of art works of past and/or present artists in a variety of ways (spoken, written, or visual).</li> <li>b. Compares and contrasts how factors of time and place influence the development of and meaning in works of art.</li> <li>c. Recognizes and evaluates how artists choose and use materials, visual elements,/principles, styles, techniques and tools to shape and communicate meaning.</li> <li>d. Participates in open-ended discussion and formulates a position regarding the aesthetic value of a specific artwork.</li> </ul>	<p><b>VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</li> <li>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</li> <li>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</li> </ul>

Seventh Grade	
Current GPS	GSE
<p><b>VA7MC.4 Participates in dialogue about his or her artwork and the artwork of others.</b></p> <p>a. Writes, reflects upon, and revises personal answers to artistic essential questions (e.g., How do I demonstrate craftsmanship in my work, and why is that important? What can I learn from looking at, or reading, works of art? What is the role of care in creating a successful work of art? What role does empathy play in art making and viewing? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my techniques and choices influence the outcome of my work? How do my choices as an artist affect my experience in creating a work of art? How do my choices as an artist affect the experience of other people when they look at my art? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?).</p> <p>b. Participates in open-ended discussion, and supports peers through informal, on-going assessment of idea development and works of art in progress.</p> <p>c. Formulates and supports a position about a work of art and changes or defends that position after considering the views of others.</p> <p>d. Reflects on how personal experiences in community, culture, and the world inform the work of an artist.</p>	<p><b>Reorganized/combined into VA7.RE.1 and VA7.RE.2</b></p>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7CU.1 Discovers how the creative process relates to art history.</b></p> <ul style="list-style-type: none"> <li>a. Identifies and analyzes universal themes, symbols and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.</li> <li>b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of own vision.</li> <li>c. Recognizes the unique contributions of past and present artists, art periods, and movements (e.g., Asian regions, African regions).</li> <li>d. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.</li> <li>e. Synthesizes influences from art history into personal art making.</li> </ul>	<p><b>VA7.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Identify universal themes in works of art from diverse cultures, both past and present.</li> <li>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</li> <li>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Examines how forms and styles of visual and media arts are found in own community.</li> <li>b. Articulates ideas and universal themes from diverse cultures of the past and/or present.</li> <li>c. Recognizes the relationship between personal artistic contributions and one’s relationship to the world at large.</li> <li>d. Participates in activities (e.g., discussion, reading writing, art making, art events), that promote personal engagement in the community and/or study of art history.</li> </ul>	<p><b>Reorganized/combined into VA7.CN.1</b></p>

Seventh Grade	
Current GPS	GSE
<p><b>VA7PR.1 Understands and applies media, techniques, and processes with care and craftsmanship.</b></p> <ul style="list-style-type: none"> <li>a. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans).</li> <li>b. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).</li> <li>c. Explores various techniques/processes as well as the properties of art materials in preparation for art making (e.g., drawing, painting, mixed- media, printmaking, sculpture, digital art, fiber arts, ceramics, photography, technology based art works, graphic design).</li> <li>d. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective) to convey meaning and idea.</li> <li>e. Produces original two-dimensional artworks for intended purpose, using a variety of media (e.g., pencils, markers, pastels, water-based paints, printmaking materials photographic/ electronic media).</li> <li>f. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).</li> <li>g. Produces works of art that demonstrate knowledge of various styles of art (realism, formalism, abstraction).</li> <li>h. Understands and practices safe and appropriate handling of art materials and tools</li> </ul>	<p><b>Reorganized/combined into VA7.CR.3, VA7.CR.2, and VA7.CR.4</b></p>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.</b></p> <ul style="list-style-type: none"> <li>a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events, pop culture).</li> <li>b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.</li> <li>c. Develops and uses original visual metaphors in artwork to convey meaning.</li> <li>d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).</li> <li>e. Selects specific media and processes to express moods, feelings, themes, or ideas.</li> </ul>	<p><b>Reorganized/combined into VA7.CR.1, VA7.CR.3, and VA7.CR.5.</b></p>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7PR.3 Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.</b></p> <ul style="list-style-type: none"> <li>a. Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional and three-dimensional works of art.</li> <li>b. Applies color theory (e.g., color schemes, relationships, properties) to create visual effects and communicate ideas.</li> </ul>	<p><b>VA7.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Organize the elements of art using the principles of design to compose original works.</li> <li>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</li> <li>c. Apply color theory to create visual effects and communicate meaning (e.g. color schemes, relationships, properties).</li> </ul>
<p><b>VA7PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art.</b></p> <ul style="list-style-type: none"> <li>a. Collects inspirational images, words, thoughts, and ideas.</li> <li>b. Maintains notes and class information.</li> <li>c. Plans artwork, practices techniques.</li> <li>d. Uses thumbnail sketches and visual/verbal notes to plan compositions.</li> <li>e. Evaluates effective use of the Principles of Design within one’s own work.</li> </ul>	<p><b>VA7.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Collect and explore inspirational images, words, thoughts, and ideas.</li> <li>b. Maintain instructional information, consult resources, and create notes.</li> <li>c. Practice techniques using a variety of media and tools.</li> <li>d. Compose preliminary sketches and drafts.</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7AR.1 Develops and maintains an individual portfolio of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Distinguishes between complete and incomplete artworks.</li> <li>b. Analyzes and evaluates projects and revises them as needed.</li> <li>c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes; proficiency in craftsmanship and technical skills; and the development of an emerging personal style over time.</li> </ul>	<p><b>Reorganized/combined into VA7.PR.1, VA7.CR.3, and VA7.CR.5.</b></p>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7AR.2 Critiques personal artworks as well as artwork of others using visual and verbal approaches.</b></p> <ul style="list-style-type: none"> <li>a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.</li> <li>b. Evaluates personal works using multiple criteria.</li> <li>c. Provides respectful and constructive criticism to peers in informal and formal class critiques.</li> <li>d. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.</li> <li>e. Explains how selected principles of design and elements of art are used in an artwork to convey meaning and how they affect personal response to that artwork.</li> <li>f. Analyzes artworks based on the ways technique, media, style and composition are used to convey meaning.</li> <li>g. Presents work in a group setting for formal/informal evaluation</li> </ul>	<p><b>VA7.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</li> <li>b. Interpret works of art considering themes, ideas, moods, and/or intentions.</li> <li>c. Define where and how we encounter images in our daily lives and how images influence our view of the world.</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7AR.3 Reflects and expands the use of visual language throughout the artistic process.</b></p> <ul style="list-style-type: none"> <li>a. Writes a personal reflection about a work of art in a journal, essay or other written response that captures of a work of art.</li> <li>b. Reflects upon meaning conveyed through principles of design and elements of art discussing how these contribute to the merit of a work of art.</li> <li>c. Uses technology and/or visual organizers during the reflective process.</li> <li>d. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, moods and/or intentions presented by the artists.</li> <li>e. Revises artwork based on input from the critique process.</li> <li>f. Evaluates own artwork using criteria (e.g., composition, craftsmanship, technical skill, meeting goals of work, creativity, felt meaning, progress over time).</li> </ul>	<p><b>VA7.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Discover, define, and solve visual problems with increasing independence through experimentation with ideas, materials, and techniques.</li> <li>b. Revise works of art based on input from the critique process and group interaction.</li> <li>c. Evaluate personal works of art using a variety of artistic and technical criteria.</li> </ul> <p><b>VA7.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Write responses to works of art through various approaches.</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7AR.4 Plans and presents appropriate exhibition(s) for work(s) of art.</b></p> <ul style="list-style-type: none"> <li>a. Prepares own artwork to be exhibited in the classroom and in the school community.</li> <li>b. Mounts or mats finished works in a visually pleasing manner.</li> <li>c. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.</li> <li>d. Attends art exhibits in the school and/or local community.</li> </ul>	<p><b>VA7.PR.1 Plan, prepare, and present completed works of art.</b></p> <ul style="list-style-type: none"> <li>a. Participate in art exhibits in the school, local community, and/or online.</li> <li>b. Write an artist statement by reflecting on finished works of art.</li> <li>c. Evaluate and select work to develop an individual portfolio of works of art.</li> </ul>
<p><b>VA7C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Makes connections to other subjects that help expand art knowledge and/or skills.</li> <li>b. Integrates themes, ideas, and concepts from a variety of disciplines/subjects.</li> <li>c. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation and creation of artworks.</li> </ul>	<p><b>VA7.CN.2 Develop life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Identify and build art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity).</li> <li>b. Discuss how the study of art benefits one's future as a vocation or avocation.</li> </ul>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7C.2 Develops fluency in visual communication.</b></p> <ul style="list-style-type: none"> <li>a. Reads, writes, listens to, responds to, speaks about and views information related to art (e.g., reading across the curriculum).</li> <li>b. Integrates information and skills from art into other areas of knowledge and academic disciplines, (e.g., math, Reading, English Language Arts, social studies, science, performing arts, physical education, technology, connections, and other programs within and beyond the middle school environment). (Using art to enhance other areas of learning).</li> <li>c. Interprets the felt outcome or meaning of images found in various works of art/communication media (e.g., video, advertisements) and produces a visual and/or verbal response.</li> <li>d. Identifies and describes trends in the visual arts and communicates how the issues of time, place, and culture are reflected in selected artworks.</li> <li>e. Utilizes informational text (e.g., online journals, periodicals, print or non-print) to communicate art ideas.</li> </ul>	<p><b>Reorganized/combined into VA7.RE.2</b></p>

<b>Seventh Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA7C.3 Expands knowledge of art as a profession and/or avocation and increases personal life skills through artistic endeavor.</b></p> <ul style="list-style-type: none"> <li>a. Identifies and researches skills and educational requirements for a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators).</li> <li>b. Identifies and builds art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).</li> </ul>	<p><b>VA7.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Examine the presence and meaning of visual art in the community.</li> <li>b. Describe the connection between personal artistic creation and one’s relationship to local and global learning communities.</li> <li>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8MC.1 Engages in the creative process to generate and visualize ideas.</b></p> <ul style="list-style-type: none"> <li>a. Uses elements of art and principles of design to expand imagination and develop meaningful ideas.</li> <li>b. Visualizes unique ideas and formulates artistic concepts to expand the imagination using a variety of approaches (e.g., mental and visual imagery, brainstorming lists, visual journals, sketches, art resource collections, discussions).</li> <li>c. Engages imagination to enhance fluency, flexibility, and elaboration in the visualization of ideas.</li> </ul>	<p><b>VA8.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice.</li> <li>b. Investigate essential questions, big ideas, and/or themes in personally relevant ways.</li> <li>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</li> <li>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources to develop a point of view (e.g. imagination, personal experience, social and academic interests).</li> <li>e. Document process (e.g. journal-keeping, sketches, brainstorming lists).</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8MC.2 Identifies and works to solves problems through authentic engagement (thinking, planning, and experimenting) with art methods and materials, exploring the nature of creativity.</b></p> <ul style="list-style-type: none"> <li>a. Discovers and independently defines and reflects on artistic problems related personal interests.</li> <li>b. Employs multiple problem-solving strategies to develop a variety of solutions to artistic problem; evaluating the merits of each.</li> <li>c. Engages in open-ended inquiry and solves artistic problems through discussion and respectful interaction with peers.</li> <li>d. Explores and invents artistic conventions (e.g., styles, techniques) to connect and express visual ideas.</li> </ul>	<p><b>VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collage materials, media arts).</li> <li>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</li> <li>c. Use technology in the production of original works of art.</li> <li>d. Produce works of art that demonstrate understanding of a range of intentions (e.g. realistic, abstract, non-objective).</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8MC.3 Demonstrates how artists create and communicate meaning in artworks.</b></p> <ul style="list-style-type: none"> <li>a. Identifies, discusses, and analyzes aspects (e.g., common themes, symbols, values, and/or intentions) found in a variety of art works through spoken, written, or visual presentations.</li> <li>b. Gathers information and ideas by purposefully observing, comparing, contrasting, and analyzing selected art works.</li> <li>c. Studies contemporary and/or historical works of art to determine influences that shaped the development of the work.</li> <li>d. Recognizes and evaluates how artists choices (e.g., material selection, techniques, tools, styles, use of visual elements and principles) shape and communicate meaning</li> </ul>	<p><b>VA8.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Write responses to works of art through various approaches.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8MC.4 Participates in aesthetic dialogue about his or her artwork and artwork of others.</b></p> <p>a. Makes personal responses (verbal and/or visual) to artistic questions. (e.g., What can I learn from looking at, or reading works of art? What role does empathy play in art making and viewing? What is the role of care in creating a successful work of art? How can I use the elements of art and principles of design to communicate felt meaning in my work? How do my choices as an artist affect my experience in creating a work of art? How do my techniques and choices influence the outcome of my work? How do I demonstrate craftsmanship in my work, and why is that important? How do my choices as an artist affect the experience of other people when they look at my work? How does art communicate felt meaning to a viewer? How does art affect our spaces and places in which we live and work?)</p> <p>b. Participates in open-ended discussions of art topics as a respectful member of a group.</p> <p>c. Formulates and supports a position about a work of art and changes or defends that position after considering views of others.</p> <p>d. Reflects on how personal experiences in community, culture, and the world inform one’s work as an artist.</p>	<p><b>Reorganized/combined into VA8.RE1 and VA8.RE.2</b></p>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8CU.1 Discovers how the creative process relates to art history.</b></p> <ul style="list-style-type: none"> <li>a. Identifies and analyzes universal themes, symbols, and ideas from diverse past and present cultures and interprets how factors of time and place (climate, resources, ideas, politics, and technology) influence meaning of artworks.</li> <li>b. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and development of their vision.</li> <li>c. Recognizes the varied reasons for making art throughout history, how history and culture have influenced art, and how art has shaped culture/history.</li> <li>d. Recognizes the unique contributions of past and/or present artists, art periods and movements, including but not limited to contemporary/historical art forms and Georgia artists (e.g., Regional Art, Folk Art, Cherokee and Creek cultures).</li> <li>e. Synthesizes influences from art history into personal art making.</li> </ul>	<p><b>VA8.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Identify universal themes in works of art from diverse cultures, both past and present.</li> <li>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</li> <li>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of artworks.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8CU.2 Investigates and discovers personal relationship to community, culture, and world through making and studying art.</b></p> <ul style="list-style-type: none"> <li>a. Investigates how forms and styles of visual and /or media arts are found in own community.</li> <li>b. Articulates ideas and universal themes from diverse cultures of the past and present.</li> <li>c. Reflects upon personal artistic contributions in relationship to the community and the world at large.</li> <li>d. Participates in activities (e.g., discussion, reading, writing, art making, dramatizations, art events) that promote personal engagement in the study of art history and culture</li> </ul>	<p><b>Reorganized/combined into VA7.CN.1</b></p>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8PR.1 Engages in art making process with care and craftsmanship.</b></p> <ul style="list-style-type: none"> <li>a. Explores the properties of art materials and various techniques/processing preparation for art making.</li> <li>b. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free; thoughtfully from sketchbook ideas or carefully considered plans).</li> <li>c. Uses thumbnail sketches and visual/verbal notes to plan compositions.</li> <li>d. Uses tools and materials with craftsmanship (e.g. with care in a safe and appropriate manner).</li> <li>e. Intermittently revises projects as needed throughout the creative process.</li> </ul>	<p><b>VA8.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</li> <li>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</li> <li>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8PR.2 Creates artwork reflecting a range of concepts, ideas, subject matter.</b></p> <ul style="list-style-type: none"> <li>a. Uses selected sources for artworks (e.g., direct observation, personal experience, self-perception, memory, imagination, fantasy, traditional events and/or pop culture).</li> <li>b. Produces increasingly complex original works of art reflecting personal choices and increased technical skill.</li> <li>c. Develops and uses original visual metaphors in artwork to convey meaning.</li> <li>d. Works directly with materials in a variety of ways (e.g. intuitive, spontaneous and free, thoughtfully from sketchbook ideas or carefully considered plans).</li> <li>e. Selects specific media and processes to express moods, feelings, themes, or ideas.</li> <li>f. Produces works of art that demonstrate knowledge of various styles of art (e.g., realism, formalism, abstraction).</li> </ul>	<p><b>Reorganized/combined into VA8.CR.1-5</b></p>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8PR.3 Produces an array of two-dimensional and three-dimensional artistic processes and techniques using a variety of media and technology.</b></p> <ul style="list-style-type: none"> <li>a. Develops a variety of skills in drawing (e.g., observational, illusion of form, tonal rendering, perspective, scale drawing) to convey meaning and idea.</li> <li>b. Produces original two-dimensional artworks using a variety of media.</li> <li>c. Examines, explores, and demonstrates understanding of basic color theory to create visual effects and communicate ideas.</li> <li>d. Uses technology to produce original works of art (e.g., digital photo montage on a personally or socially compelling theme).</li> <li>e. Develops three-dimensional artworks from materials such as clay, papier-mache, plaster, wood, wire, found objects and/or combinations of materials.</li> </ul>	<p><b>VA8.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Organize the elements of art using the principles of design to compose original works.</li> <li>b. Create works of art synthesizing a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</li> <li>c. Apply color theory to create visual effects and communicate ideas (e.g. color schemes, relationships, properties).</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop and preserve ideas in order to produce works of art.</b></p> <ul style="list-style-type: none"> <li>a. Collects and synthesizes inspirational images, words, thoughts and ideas.</li> <li>b. Maintains instructional information, consults resources, takes, and makes notes.</li> <li>c. Practices techniques using a variety of media and tools.</li> <li>d. Composes preliminary sketches and drafts.</li> <li>e. Revises and reflects on journal content (e.g., ideas, sketches, techniques/ skills, use of elements/principles, notes, media processes).</li> </ul>	<p><b>VA8.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Collect and explore inspirational images, words, thoughts, and ideas.</li> <li>b. Maintain instructional information, consult resources, and create notes.</li> <li>c. Practice techniques using a variety of media and tools.</li> <li>d. Compose preliminary sketches and drafts.</li> </ul>
<p><b>VA8PR.5 Develops and maintains an individual portfolio of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Distinguishes between complete and incomplete artworks.</li> <li>b. Analyses own projects and revises them as needed.</li> <li>c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes, proficiency in craftsmanship and technical skills, and the development of an emerging personal style.</li> </ul>	<p><b>Reorganized/combined into VA8.RE.1</b></p>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8AR.1 Critiques personal artworks as well as artwork of others using visual and verbal approaches.</b></p> <ul style="list-style-type: none"> <li>a. Acquires a range of approaches to understand and critique works of art using a variety of thinking strategies.</li> <li>b. Evaluates personal works using multiple criteria.</li> <li>c. Develops skills to provide informational feedback to peers on work in process as a member of a community of learners.</li> <li>d. Provides respectful and constructive criticism to peers in formal class critiques.</li> <li>e. Provides respectful and constructive criticism to peers in class critiques.</li> <li>f. Analyzes artworks based on the ways technique, media, and composition are used to communicate meaning.</li> <li>g. Evaluates and explains how selected principles of design and elements of art are used in an artwork to express purpose and how they affect personal response to that artwork.</li> </ul>	<p><b>VA8.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Interpret how the issues of time, place, and culture are reflected in selected works of art.</li> <li>b. Interpret and critique works of art considering themes, ideas, moods, and/or intentions.</li> <li>c. Analyze where and how we encounter images in our daily lives and how images influence our view of the world.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8AR.2 Reflects and expands the use of visual language throughout the artistic process.</b></p> <ul style="list-style-type: none"> <li>a. Reflects on ideas and artistic practice through journal-keeping, essay and other written response.</li> <li>b. Uses language of art to reflect on the meaning conveyed in a work of art.</li> <li>c. Uses technology, mapping and visual organizers during the reflection process</li> <li>d. Justifies verbal responses and/or visual presentations.</li> <li>e. Analyzes and interprets artworks through thoughtful discussion or written response, considering themes, ideas, mood/feeling, and /or intentions presented by the artist.</li> <li>f. Revises artwork based on input from critique process.</li> <li>g. Self-evaluates work in progress and completed work using criteria such as composition, craftsmanship, technical skill, meeting goals of work and progress\over time.</li> </ul>	<p><b>VA8.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Discover, define, and solve visual problems independently through experimentation with ideas, materials, and techniques.</li> <li>b. Revise works of art based on input from the critique process and group interaction.</li> <li>c. Evaluate personal works of art using a variety of artistic and technical criteria.</li> </ul>
<p><b>VA8AR.3 Plans and presents appropriate exhibition(s) for work(s) of art.</b></p> <ul style="list-style-type: none"> <li>a. Prepares art for presentation.</li> <li>b. Mounts or mats finished works in a visually pleasing manner.</li> <li>c. Prepares and exhibits artwork, including a written statement that communicates purpose, meaning, and/or intent.</li> </ul>	<p><b>VA8.PR.1 Plan, prepare, and present completed works of art.</b></p> <ul style="list-style-type: none"> <li>a. Participate in art exhibits in the school, local community, and/or online.</li> <li>b. Write an artist statement by reflecting on finished works of art.</li> <li>c. Curate a portfolio of works of art that expresses a developing personal artistic voice and style.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8C.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Makes connections to other subjects that help expand art knowledge and /or skills.</li> <li>b. Investigates and articulates how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the creation and interpretation of artworks.</li> <li>c. Integrates themes, ideas and concepts from variety of disciplines as inspiration for artwork.</li> </ul>	<p><b>VA8.CN.2 Develop life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate proficiency in art skills and habits of mind that support a variety of careers (e.g. higher order thinking skills, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, and creativity).</li> <li>b. Draw personal conclusions about how the study of art benefits one’s future as a vocation or avocation.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8C.2 Develops fluency in visual communication.</b></p> <ul style="list-style-type: none"> <li>a. Reads about, writes, listens to, responds to, speaks about and views information related to art. (Reading Across the Curriculum).</li> <li>b. Integrates information and skills from art into other subject areas to support personal learning.</li> <li>c. Identifies and describes trends in the visual arts and communicates how the issues of time, place and culture are reflected in selected works.</li> <li>d. Interprets visual message of images found in various works of art and /or communication media (e.g., video, advertisements, book covers, CD/DVD covers, posters) and produces a visual and/or verbal response.</li> <li>e. Utilizes informational text (online journals, periodicals and other visual/text sources) to communicate art ideas.</li> </ul>	<p><b>VA8.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Engage in supportive peer review through formal and informal assessment and idea development.</li> <li>b. Use the language of art to assess how meaning is conveyed in works of art.</li> <li>c. Evaluate and express a position regarding the aesthetic value of specific works of art.</li> </ul>

<b>Eighth Grade</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VA8C.3 Expands knowledge of art as a profession and/or avocation and develops personal life skills through artistic endeavor.</b></p> <ul style="list-style-type: none"> <li>a. Collects information about a variety of art related careers (e.g., fine artists, designers, art educators, architects, animators, photographer, typographer, illustrator).</li> <li>b. Identifies skills and educational requirements necessary to pursue visual arts professions.</li> <li>c. Develops art skills and habits of mind that support a variety of important human endeavors (e.g., higher-order thinking, tolerance for ambiguity, judgment in the absence of rule, finding structure in apparent disorder, problem-solving skills, perseverance, creativity, imagination).</li> </ul>	<p><b>VA8.CN.3: Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Examine and evaluate the presence and meaning of visual art in the community.</li> <li>b. Analyze the connection between personal artistic creation and one’s relationship to local and global learning communities.</li> <li>c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.CR.1 Visualize and generate ideas for creating applied design art products and/or designs.</b></p> <ul style="list-style-type: none"> <li>a. Use open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</li> <li>b. Investigate and research themes, interests, materials, and methods.</li> <li>c. Recognize a range of contemporary and traditional designers' works.</li> <li>d. Plan and generate ideas using appropriate industry practices and methodology.</li> </ul>
<b>New Course</b>	<p><b>VAHSAD.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create applied design art products and designs.</b></p> <ul style="list-style-type: none"> <li>a. Utilize industry standard software and hardware.</li> <li>b. Demonstrate proper use and care of equipment and materials.</li> <li>c. Demonstrate knowledge of the design process.</li> <li>d. Integrate tools, materials, and techniques effectively to create and revise art products, prototypes, and/or models.</li> <li>e. Produce applied design art products and/or designs that address/solve functional problems, utilizing aesthetics (e.g. architectural models, product designs, web sites, fashion designs).</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Use and combine a variety of techniques and processes to create applied design art products and/or designs (e.g. architectural models, product designs, fashion designs, web pages).</li> <li>b. Combine a variety of art media.</li> <li>c. Utilize media, equipment, processes, and techniques.</li> </ul>
<b>New Course</b>	<p><b>VAHSAD.CR.4 Incorporate formal and informal components to create applied design art products and/or designs.</b></p> <ul style="list-style-type: none"> <li>a. Employ the use of basic drawing and three-dimensional modeling/prototyping design skills to shape investigations of applied design art products and/or designs.</li> <li>b. Consider the elements and principles of design when planning applied design art products and/or designs.</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.CR.5 Reflect on, revise, and refine applied design art products and/or designs considering relevant traditional and contemporary practices.</b></p> <ul style="list-style-type: none"> <li>a. Explore and reflect on the ideas and needs of the end user.</li> <li>b. Document processes which support applied design art products and/or designs through research, reflection, collaboration, and critique.</li> <li>c. Revise, consolidate, and synthesize content as the process unfolds to develop personal style.</li> <li>d. Revise work based on client feedback.</li> </ul>
<b>New Course</b>	<p><b>VAHSAD.CR.6 Keep an ongoing visual and verbal record to explore and develop applied design art products and/or designs.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess and write reflections on work, research, idea generation, skills, and progress.</li> <li>b. Reflect and analyze work through self-assessment and critique.</li> <li>c. Practice and plan layout/composition, three-dimensional prototypes, storyboards, and investigation of artistic research.</li> <li>d. Evaluate choice of media, technique, and process to edit, revise, and modify applied design art products and/or designs.</li> <li>e. Maintain notes and class information.</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.PR.1 Plan, prepare, and present applied design art products and/or designs for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Consider evolving technologies when preparing work for presentation to a variety of outlets.</li> <li>b. Create an oral and/or written support statement to explain applied design art products and/or designs (e.g. architectural models, product designs, web pages, fashion designs).</li> </ul>
<b>New Course</b>	<p><b>VAHSAD.RE.1 Reflect on the context of personal applied design art products and/or designs in relationship to community, culture and the world.</b></p> <ul style="list-style-type: none"> <li>a. Consider the influences of works from a wide range of contemporary and traditional art through discussion and/or written response.</li> <li>b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.RE.2 Critique personal applied design art products and/or designs and the work of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Identify how applied design art products and/or designs are used in society (e.g. consumable items, mass production, inhabited buildings or spaces).</li> <li>b. Understand the relationships between traditional and applied arts.</li> <li>c. Understand the ethics and responsibility associated with applied design art products and/or designs (e.g. copyright, fair use, trademark).</li> </ul>
<b>New Course</b>	<p><b>VAHSAD.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of applied design art products and/or designs in context to historical events.</li> <li>b. Examine universal themes that appear in applied design art products and/or designs throughout various times and cultures.</li> <li>c. Analyze the ways in which personal experiences affect one’s understanding and appreciation of applied design art products and/or designs.</li> <li>d. Investigate the role of applied design art products and/or designs as a visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of applied design art products and/or designs.</li> <li>f. Explain how applied design art products and/or designs can influence or impact the user and society.</li> <li>g. Explain how users, culture, and audience affect the direction of applied design art products and/or designs.</li> </ul>

<b>Applied Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSAD.CN.2 Develop life skills through the study and production of applied design art products and/or designs (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>
<b>New Course</b>	<p><b>VAHSAD.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> </ul>

<b>Art History</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard: 1.</b> Experiments with tools and materials (e.g. watercolor, charcoal, egg tempera) when appropriate, to enhance understanding of related historical concepts and analysis of medium and technique.</p>	<p><b>VAHSAH.CR.1 Create works of art that reinforce understanding of the visual and/or contextual aspects of specific art historical eras (e.g. fresco in Renaissance, manuscripts in Medieval).</b></p>
<p><b>Standard: 2.</b> Uses descriptors, simile, and metaphor to discuss unique and emotional content in art and compares with similar examples to literature</p>	<p><b>Deleted</b></p>
<p><b>Standard: 3.</b> Examines and discusses the role of art and artifacts as a visual record of humankind’s cultural, political, scientific, and religious history</p>	<p><b>Reorganized/combined into VAHSAH.CN.3</b></p>
<p><b>Standard: 4.</b> Recognizes the application of higher order thinking skills (e.g. include tolerance of ambiguity, nuanced judgement, complex thinking, and finding structure in apparent disorder) in the creation and study of art and discusses their transfer to practical and workforce situations.</p>	<p><b>VAHSAH.CN.1 Evaluate the influence of historical, political, economic, social, cultural, religious, and technological factors on the development of selected works of art from prehistoric to contemporary times and in a variety of societies (e.g. Prehistoric, Renaissance, Medieval, Baroque, Rococo, Neoclassical, 19<sup>th</sup> century including Romanticism, Photography, Impressionism, Realism, 20<sup>th</sup> century including Expressionism, Cubism, Dada, Surrealism, Social Realism, Abstract Expressionism, Pop Art, Minimalism, Photorealism, Postmodern).</b></p>

<b>Art History</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard: 5.</b> Discusses art as an avocation with its opportunities of lifelong learning and expression, such as visiting museums, making art, reading and writing about art and artists, buying art, and volunteering in the arts.</p>	<p><b>VAHSAH.CN.2 Develop life skills through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>
<p><b>Standard: 6.</b> Describes how subject matter and content interact with the elements of art and principles of design to produce a particular expressive quality.</p>	<p><b>VAHSAH.RE.1 Identify and describe how artistic expression is conveyed visually through subject matter, media, technique, and design (e.g. composition, color scheme).</b></p>
<p><b>Standard: 7.</b> Compares general perceptions used in everyday living and aesthetic perception.</p>	<p><b>Deleted</b></p>
<p><b>Standard: 8.</b> Discusses aesthetic issues such as why do humans create? How is the 20th century art like or unlike art making of earlier eras? What makes an object art? Can good art have disturbing content? Must art be beautiful? What needs does art fill in our society? In other societies?</p>	<p><b>VAHSAHRE.2 Discuss aesthetic issues (e.g. why humans create, criteria for defining an object as art, the effect of how content affects value, standards of beauty and beauty’s role in defining art, how needs are fulfilled by art in varied societies).</b></p>

<b>Art History</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard: 9.</b> Discuss emotional responses to and possible interpretations of an artwork, citing specific qualities in the artwork that elicit that response.	<b>Deleted</b>
<b>Standard: 10.</b> Evaluate, based on predetermined criteria, own performance and progress on developing skills and knowledge.	<b>Deleted</b>
<b>Standard: 11.</b> Identifies the medium(s) and technique(s) used in selected artworks and discusses their influence on expressive qualities.	<b>Reorganized/combined into VAHSAH.RE.1</b>
<b>Standard: 12.</b> Compares and contrasts artworks from the same and different styles based on analysis of evidence in the artworks.	<b>VAHSAH.RE.3 Compare and contrast works of art, artists, cultures, and eras based on visual and contextual evidence.</b> <ol style="list-style-type: none"> <li>a. Understand the role that tradition and adaptation play in the development of works of art.</li> <li>b. Recognize multi-cultural influences in works of art.</li> <li>c. Consider technological developments as influence on artistic production.</li> </ol>
<b>Standard: 13.</b> Classifies various artworks according to style and function according to style and function, and justifies choices based on evidence in the artworks.	<b>VAHSAH.RE.4 Identify various works of art according to style and function, and justify identifications based on evidence in the work.</b>
<b>Standard: 14.</b> Critiques artwork using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.	<b>Deleted</b>

<b>Art History</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard: 15.</b> Evaluates the influence of historical, political, economic, social, cultural, religious, and technological factors on the development of selected art from prehistoric to contemporary times and in a variety of societies.</p>	<p><b>VAHSAH.CN.3 Utilize a variety of resources to see how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art-related careers and post-secondary options.</li> <li>c. Draw inspiration for works of art from the world and resources outside the traditional classroom.</li> </ul>
<p><b>Standard: 16.</b> Identifies and discusses related strands throughout the history of art, such as female sculpture or architectural support systems.</p>	<p><b>VAHSAH.PR.1 Identify and discuss related themes throughout the history of art (e.g. power and authority, sacred spaces, human figure, narrative, nature, spiritual objects) as expressed in different media within each culture and time period (e.g. two-dimensional work, three-dimensional work, architecture, multi-media).</b></p>
<p><b>Standard: 17</b> Classifies chronologically and discusses selected artworks from the ancient art period (Ancient Near East, Greek, Etruscan, and Roman), looking at these elements: stylistic qualities and influences on their development, significance in history, influences on later art and political, economic, social, and cultural influences.</p>	<p><b>Reorganized/combined into VAHSAH.RE.3 and VAHSAH.CN.3</b></p>

<b>Art History</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard: 18.</b> Classifies chronologically and discusses selected artworks from the medieval period (e.g. Early Christian, Byzantine, Islamic, Migratory, Carolingian, Ottonian, Romanesque, Gothic), looking at these elements: stylistic qualities and influences on their development, significance in history, influences on later art and political, economic, social, and cultural influences.</p>	<p><b>Reorganized/combined into VAHSAH.CN.3</b></p>
<p><b>Standard: 19.</b> Classifies chronologically and discusses selected artworks from the Renaissance and Baroque period (e.g. Early Renaissance, High Renaissance, Northern Renaissance, Mannerism, Baroque, Rococo), looking at these elements: stylistic qualities and influences on their development, significance in history, influences on later art and political, economic, social, and cultural influences.</p>	<p><b>Reorganized/combined into VAHSAH.CN.3</b></p>
<p><b>Standard: 20.</b> Classifies chronologically and discusses selected artworks from the Modern period (e.g. Romanticism, Realism, Expressionism, Pop Art, Photorealism), looking at these elements: stylistic qualities and influences on their development, significance in history, influences on later art and political, economic, social, and cultural influences.</p>	<p><b>Reorganized/combined into VAHSAH.CN.3</b></p>

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<b>Art History</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard: 21.</b> Classifies chronologically and discusses selected artworks from the Non-Western art (Indian, Chinese, Japanese, Oceanic, African, Pre-Columbian, Native American, and Hispanic), looking at these elements: stylistic qualities and influences on their development, significance in history, influences on later art and political, economic, social, and cultural influences.</p>	<p><b>Reorganized/combined into VAHSAH.CN.3</b></p>
<p><b>Standard: 22.</b> Recognizes and discusses universal themes of art</p>	<p><b>Reorganized/combined into VAHSAH.PR.1</b></p>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Uses preparatory sketches, plans and produces hand-built and/or wheel thrown ceramic works inspired by personal experience, social issues, observation of natural world, and research into selected cultures or ceramic artists.</p>	<p><b>VAHSCR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Make visual/verbal connections through recording artistic research, planning, and reflection.</li> <li>b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify ceramic works.</li> <li>c. Maintain notes and class information.</li> </ul>
<p><b>Standard 2:</b> Demonstrates proficiency in techniques, such as wedging, pinching, molding, scoring, and joining. Creating, Performing, Producing</p>	<p><b>VAHSCR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Utilize traditional and contemporary methods for constructing ceramic works (e.g. pinch, coil, slab, wheel thrown, extruded, modeled, cast).</li> <li>b. Create ceramic works using various traditional and contemporary media.</li> <li>c. Apply surface techniques (e.g. mishima, sgraffito, burnishing, slip trailing, stamping, incising, applique).</li> <li>d. Apply a range of firing techniques (e.g. pit, barrel, raku, saggar, reduction, oxidation).</li> <li>e. Utilize technology (e.g. pottery wheel, extruder, three-dimensional modeling software, power tools, hand tools, kilns).</li> </ul>

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<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 3:</b> Demonstrates techniques of pottery formation such as pinch, coil, slab, molding, combination, and wheel-throwing.	<b>Reorganized/combined into VAHSCR.CR.3</b>
<b>Standard 4:</b> Applies glazing techniques, such as brushing, dipping, pouring, wax resist, and stencil.	<b>Reorganized/combined into VAHSCR.CR.3</b>
<b>Standard 5:</b> Uses a variety of decorative techniques, such as graffito, wax resist, slip trailing, stencil, and stamping.	<b>Reorganized/combined into VAHSCR.CR.3</b>
<b>Standard 6:</b> Demonstrates a knowledge of the basic glaze chemistry (components of glaze compounds and their functions).	<b>Reorganized/combined into VAHSCR.CR.3</b>
<b>Standard 7:</b> Demonstrates knowledge of firing chemistry processes including bisque, glaze, raku, wood, pit, gas, electricity, oxidation, and reduction.	<b>Reorganized/combined into VAHSCR.CR.3</b>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 8:</b> Demonstrates proper care and safe use of ceramic tools, equipment, and materials.</p>	<p><b>VAHSCR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Document research, exploration, and problem solving to connect and express visual ideas.</li> <li>b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each.</li> <li>c. Research materials and apply processes to recognize limitations and set goals regarding design, studio capabilities, and time.</li> </ul>
<p><b>Standard 9:</b> Identifies and discusses career opportunities related to ceramics</p>	<p><b>VAHSCR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> <li>c. Draw inspiration for works of art from around the world and resources outside the traditional classroom.</li> </ul>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 10:</b> Identifies and discusses the development and transfer of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, finding structure within apparent disorder) used in the analysis, planning, and production of ceramics to practical and to workforce situations.</p>	<p><b>Reorganized/combined into VAHSCR.CN.3</b></p>
<p><b>Standard 11:</b> Examines the many connections between ceramics and chemistry including glaze chemistry, oxidation and reduction atmospheres, and chemical changes in clay during firing.</p>	<p><b>VAHSCR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ol style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of ceramic works.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ol>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 12:</b> Synthesizes knowledge, appreciation, and respect of diverse cultures and societies from a study of their cultural artifacts (ceramics).</p>	<p><b>VAHSCR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compare and contrast the influences of ceramic works of art from a wide range of contemporary and past ceramic artists.</li> <li>b. Identify and reflect on how personal experience and diverse community and global cultures inform the art making process.</li> </ul>
<p><b>Standard 13:</b> Explains how elements of art and principles of design contribute to expressive content and/or formal unity in ceramic work from varied cultures and historical periods.</p>	<p><b>VAHSCR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess ceramic works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.</li> <li>b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.</li> </ul>
<p><b>Standard 14:</b> Discusses the characteristics and origins of clay as an art material, its possibilities, and its limitations.</p>	<p><b>VAHSCR.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Generate ceramic concepts through the sequential process of ideation, innovation, development, and actualization.</li> <li>b. Investigate choice of themes, materials, and methods as they relate to personal, contemporary, and traditional ceramic artists/works.</li> </ul>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 15:</b> Discusses the relationship of form (design, technique, and media) and function in selected ceramic works.</p>	<p><b>Reorganized/combined into VAHSCR.CR.4</b></p>
<p><b>Standard 16:</b> Critiques ceramic artworks using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.</p>	<p><b>VAHSCR.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Apply compositional principles to create representational and non-objective ceramic works.</li> <li>b. Produce a variety of ceramic works that explore the concepts of form and function to create intended effect and communicate meaning.</li> <li>c. Demonstrate the successful application of formal qualities (elements and principles) in the production of ceramic works.</li> </ul>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 17:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.</p>	<p><b>VAHSCR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Create ceramic works based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements.</li> <li>b. Consider multiple compositional options and make appropriate changes to ceramic works of art for desired outcomes.</li> <li>c. Reflect, modify, and adapt ceramic works as a response to design challenges and critiques.</li> </ul>
<p><b>Standard 18:</b> Discusses aesthetic issues such as: Why are hand-made objects sometimes more desirable than machine-made objects? Is form more important than function? Vice Versa? Equally Important? How do Western pottery aesthetic systems differ from those of other societies (Japanese, Selected Native American, Selected African)? Why has man historically decorated functional ceramics? Is pottery an art form, craft, or both? Why do humans have this innate need to add beauty and meaning to his/her world?</p>	<p><b>VAHSCR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>
<p><b>Standard 19:</b> Identifies and discusses how specific techniques, functions, and styles used in the creation of selected ceramic works affect the design.</p>	<p><b>Reorganized/combined into VAHSCR.CN.2</b></p>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 20:</b> Identifies, compares, and contrasts major styles of ceramic works, their function in various world cultures, and their role as a visual record of history.</p>	<p><b>VAHSCR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of ceramic works in context to historical events.</li> <li>b. Examine universal themes that appear in ceramic works throughout various times and cultures.</li> <li>c. Analyze the way in which personal experiences affect understanding and appreciation of ceramic works.</li> <li>d. Investigate the role of ceramics as a visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of ceramic works (e.g. chemistry, physics, math, history).</li> </ul>
<p><b>Standard 21:</b> Researches, studies, and writes about ceramics from diverse societies via Internet museums, exhibits, and critiques as well as traditional texts and periodicals.</p>	<p><b>Reorganized/combined into VAHSCR.CN.3</b></p>
<p><b>Standard 22:</b> Explains the influence of technology on ceramics/pottery production.</p>	<p><b>Reorganized/combined into VAHSCR.CR.3</b></p>

<b>Ceramics</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>New Standard</b>	<p><b>VAHSCR.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit works of art with a written supporting statement that communicates process, purpose, and/or intent.</li> <li>b. Prepare personal ceramic works for exhibition.</li> <li>c. Analyze how the context and environment in which ceramic works are presented affects viewer perception.</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Uses a wide range of paint and image processing programs to create computer art.</p>	<p><b>VAHSDD.CR.1 Visualize and generate ideas for works of art.</b></p> <ul style="list-style-type: none"> <li>a. Find and solve problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</li> <li>b. Explore themes, interests, materials, and methods within a variety of digital image/animation manipulating programs and/or applications.</li> </ul>
<p><b>Standard 2:</b> Uses a wide range of digital techniques to produce art that: imitates the real world (Realism/Imitationalism), is concerned with design and composition (Formalism), expresses a feeling or emotion (Emotionalism/ Expressionalism), communicates an idea or concept (Functionalism/Social Commentary).</p>	<p><b>VAHSDD.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Document research, exploration, and problem solving to connect and express visual ideas.</li> <li>b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each.</li> <li>c. Research digital art and design materials and apply processes to recognize limitations and set goals regarding design, studio capabilities, and time.</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 3:</b> Uses appropriate computer software and hardware to develop ideas and sketches for creations in other art media.</p>	<p><b>VAHSDD.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the importance and strategic use of different programs and applications, based on their capabilities, in the creation of digital works of art and design.</li> <li>b. Produce digital works of art and design that exhibit an understanding and conscious selection of techniques in programs and applications to communicate intended messages or narratives.</li> </ul>
<p><b>Standard 4:</b> Combines digital images with traditional art media.</p>	<p><b>VAHSDD.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Create digital works of art and design based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements.</li> <li>b. Consider multiple compositional options and make appropriate changes to digital works of art and design for desired outcomes.</li> <li>c. Reflect, modify, and adapt digital works of art and design as a response to design challenges and critiques.</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 5:</b> Produces a related series of digital images that are based on: students' imported art works and images created within the computer.</p>	<p><b>VAHSDD.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Combine digital images and animation with source material from traditional art media and cultural influences.</li> <li>b. Produce a variety of digital images, films, apps, and web pages based on students' imported works of art and images, as well as computer generated graphics and/or animations.</li> </ul>
<p><b>Standard 6:</b> Demonstrates proper use and care of computer equipment and materials</p>	<p><b>Reorganized/combined into VAHSDD.CR.2</b></p>
<p><b>Standard 7:</b> Develops and applies basic computer knowledge such as file management, file formats, import devices, and capabilities of vector versus bitmapped software.</p>	<p><b>Deleted</b></p>
<p><b>Standard 8:</b> Produces digital imagery that exploits the computer's ability to combine verbal and visual communication.</p>	<p><b>Reorganized/combined into VAHSDD.CR.3</b></p>
<p><b>Standard 9:</b> Recognizes the role of computer technology in art production and careers (e.g., the many roles of artists in emerging technology fields, the computer as an artist's tool much like a brush or pencil, the importance of visual imagery in emerging technology, the increasing demand for individuals who can combine art skills, computer skills, and complex thinking skills critically needed in the work force).</p>	<p><b>Reorganized/combined into VAHSDD.CN.3</b></p>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 10:</b> Recognizes the application of higher order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure from apparent disorder) in the creation and production of digital artwork and discusses their transfer to real life and work force situations.</p>	<p><b>VAHSDD.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 11:</b> Identifies how computer art is used in many facets of society from production of consumable items to mass media.</p>	<p><b>VAHSDD.CN.3 Utilize a variety of resources to see how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access, analyze, and reference resources to research digital art and design content, strategies, and processes in the world (e.g. museums, internet, visiting artists/designers, galleries, community arts organizations, visual culture).</li> <li>b. Identify various digital art and design related careers and post-secondary options.</li> <li>c. Examine trends and digital citizenship concerns in digital content from the world.</li> <li>d. Draw inspiration for digital content from examples of digital content found in world.</li> <li>e. Interpret and make meaning from digital art and design</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 12:</b> Analyzes and evaluates the use of elements of art and principles of design in computer-generated (digital) images.</p>	<p><b>VAHSDD.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Utilize the formal components of design, graphic design, and/or animation (e.g. contrast, repetition, timing to produce digital content) in creating digital works of art and design.</li> <li>b. Engage in making digital works of art and design considering informal components (e.g. use of text, anatomy for motion in animation, the development of characters, the narrative arc).</li> </ul>
<p><b>Standard 13:</b> Identifies additive colors which comprise the basic palette of the computer display and subtractive colors which comprise the basic palette of the printing process</p>	<p><b>Reorganized/combined into VAHSDD.CR.4</b></p>
<p><b>Standard 14:</b> Identifies how the artist's choices, technique, and style interrelate to produce an intended expression in digital artwork.</p>	<p><b>Reorganized/combined into VAHSDD.CR.3</b></p>
<p><b>Standard 15:</b> Critiques digital art using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.</p>	<p><b>VAHSDD.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 16:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.</p>	<p><b>VAHSDD.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess digital works of art and design considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.</li> <li>b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.</li> </ul>
<p><b>Standard 17:</b> Discusses issues related to electronic technology and visual arts (e.g., Can the computer be used to produce "fine art"? What is the relationship between traditional printmaking and digital art? What ethics apply to copyright issues, computer art, and the Internet? What are the potentials and dangers of electronic technologies' effect on human interaction, communication, and expression? What are the relationships between the "language" of electronic media , such as image, sound, movement, and the arts? and How do arts serve to balance the use of technology in daily life?).</p>	<p><b>Reorganized/combined into VAHSDD.RE.3</b></p>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 18:</b> Researches and discusses important turning points in the evolution of the computer.</p>	<p><b>VAHSDD.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of digital works of art and design in context to historical events.</li> <li>b. Examine universal themes that appear in digital works of art and design throughout various times and cultures.</li> <li>c. Analyze the way in which personal experiences affect understanding and appreciation of digital works of art and design.</li> <li>d. Investigate the role of digital works of art and design as a visual record keeper.</li> <li>e. Identify artistic voice in a range of contemporary and traditional artists, designers, animators, and filmmakers.</li> <li>f. Apply information from other disciplines to enhance the understanding and production of digital works of art and design.</li> </ul>

<b>Digital Design</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 19:</b> Researches and writes about selected computer artists and artworks emphasizing their cultural significance, stylistic qualities, and historical references, using these following resources: Internet museums, exhibits, reviews, critiques, periodicals, books, local museums and galleries, videos, and CD ROMs.</p>	<p><b>Reorganized/combined into VAHSDD.CN.3</b></p>
<p><b>Standard 20:</b> Recognizes and analyzes examples of digital art in print and broadcast media.</p>	<p><b>Reorganized/combined into VAHSDD.CN.2</b></p>
<p><b>Standard 21:</b> Describes examples of current trends in the field of computer art/design/graphics.</p>	<p><b>Reorganized/combined into VAHSDD.RE.3</b></p>
<p><b>New Standard</b></p>	<p><b>VAHSDD.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Showcase digital works of art and design with a written statement that communicates purpose and/or intent.</li> </ul>
<p><b>New Standard</b></p>	<p><b>VAHSDD.CR.6 Keep an ongoing visual and verbal record to explore and develop works of digital art and design.</b></p> <ul style="list-style-type: none"> <li>a. Make visual/verbal connections through recording artistic research, planning, and reflection.</li> <li>b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify digital works of art and design.</li> <li>c. Maintain notes and class information.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRMC.1 Engages in the creative process; imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings, and accesses learning. The student develops a personal artistic voice that gives unique form to these concepts.</b></p> <ul style="list-style-type: none"> <li>a. Identifies artistic voice in a range of contemporary and past artists.</li> <li>b. Reflects on emerging personal artistic preferences.</li> <li>c. Recognizes personal motivations and interests.</li> <li>d. Establishes personal viewpoint.</li> <li>e. Selects self-assessment standards, themes, and interests.</li> <li>f. Identifies preferred materials and working methods.</li> </ul>	<p><b>VAHSDR.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.</li> <li>b. Investigate and research various themes, interests, materials, and methods.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</b></p> <ul style="list-style-type: none"> <li>a. Uses sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.</li> <li>b. Generates multiple solutions to a single artistic problem and assesses merits of each.</li> <li>c. Analyzes, in both written and oral form, the implications of artistic decisions.</li> <li>d. Solves artistic problems through discussion and interaction with peers.</li> <li>e. Supports peers through informal, on-going critique of idea development and work in-progress.</li> <li>f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.</li> </ul>	<p><b>VAHSDR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.</li> <li>b. Critique in-process works individually and collaboratively.</li> <li>c. Experiment with papers, grounds, and other drawing surfaces and/or technologies.</li> <li>d. Develop mastery of media (e.g. graphite, colored pencil, charcoal, conte, soft pastel, oil pastel, pen and brush, found mark-making tools).</li> <li>e. Use mixed-media approaches (e.g. traditional, contemporary, digital, alternative media, video, installation, performance).</li> <li>f. Practice safe and appropriate use and care of drawing media and tools.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRMC3 Cultivates critical thinking and logical argumentation in aesthetics.</b></p> <ul style="list-style-type: none"> <li>a. Interprets historical perceptions of artistic value.</li> <li>b. Identifies the ideas and values that inform how past and present cultures define and use art.</li> <li>c. Explores ideas and values reflected in the way the student’s current culture(s) define and use art.</li> <li>d. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research</li> </ul>	<p><b>VAHSDR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.</li> <li>b. Document processes which support works of art through personal research, reflection, and collaboration.</li> </ul>
<p><b>VAHSDRMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.</li> <li>b. Identifies values and practices in his or her community culture and world that inform the student’s art making.</li> <li>c. Reflects on how personal experience in community, culture, and the world informs an artist’s works.</li> <li>d. Identifies the values and contributions of diverse peers, cultures and communities.</li> </ul>	<p><b>VAHSDR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Consider the influences on works of art from a wide range of contemporary and traditional art through discussion and/or written response.</li> <li>b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.</b></p> <ul style="list-style-type: none"> <li>a. Identifies how the issues of time, place and culture are reflected in selected art works.</li> <li>b. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</li> <li>c. Discusses how understanding the original context of an artwork affects a viewer’s connection with the interpretation of the artwork.</li> </ul>	<p><b>VAHSDR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of works of art in context to historical events.</li> <li>b. Examine universal themes that appear in works of art throughout various times and cultures.</li> <li>c. Analyze the ways in which personal experiences affect one’s understanding and appreciation of works of art.</li> <li>d. Investigate the role of art as a visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> <li>f. Identify artistic voice in a range of contemporary and traditional artists.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.</b></p> <ul style="list-style-type: none"> <li>a. Develops a repertoire of contemporary and historical art exemplars.</li> <li>b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.</li> <li>c. Creates art work that explores ideas, issues, and events from current and past cultures.</li> </ul>	<p><b>Reorganized/combined into VAHSDR.CN.1</b></p>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRPR.1 Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.</b></p> <ul style="list-style-type: none"> <li>a. Uses thumbnail sketches and visual/verbal notes to develop concept and composition for drawing.</li> <li>b. Uses viewfinders to locate, assess, select, and make compositional choices to achieve a specific intent including different vantage points.</li> <li>c. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.</li> <li>d. Applies compositional principles to create successful representational and nonobjective art work.</li> <li>e. Reviews and uses color theories and schemes to create intended effect and communicate meaning.</li> </ul>	<p><b>VAHSDR.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use planning approaches (e.g. thumbnail sketches, viewfinders, sighting methods to develop compositions for drawing).</li> <li>b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRPR.2 Engages in an array of drawing processes and techniques.</b></p> <ul style="list-style-type: none"> <li>a. Creates contour and cross-contour drawings that demonstrate evidence of careful observation.</li> <li>b. Investigates mark-making including, but not limited to, calligraphic line, gestural mark-making, emotive qualities of line, and line direction to build form and movement.</li> <li>c. Employs gesture drawing (figure, inanimate objects, and non-objective).</li> <li>d. Uses value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, reflected value).</li> <li>e. Incorporates a variety of approaches to build value including: rendering, hatching, and cross-hatching.</li> <li>f. Differentiates and applies high key, low key, full range of value to create specific effect and mood.</li> <li>g. Applies perspective approaches including: aerial, one point, two-point, and relative scale, overlapping to creates a variety of spatial effects from flat, shallow to deep perspective.</li> <li>h. Uses visual sighting approaches and knowledge of spatial perspective for the purpose of observing and accurately recording the world around them.</li> <li>i. Manipulates a variety of observation tools to create accurate proportions (vertical and horizontal sighting with a pencil, placing reference points on the page, vertical and horizontal guides on the picture plane, comparison of parts to the whole and restated lines).</li> </ul>	<p><b>VAHSDR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Create and investigate mark-making methods (e.g. gesture, contour, cross-contour, calligraphic, emotive line).</li> <li>b. Use value to create form by incorporating a variety of approaches (e.g. rendering, hatching, cross-hatching, stippling).</li> <li>c. Apply and develop color theory approaches (e.g. high key, low key, full range of value to create specific effect and mood).</li> <li>d. Apply approaches to develop space (e.g. linear perspective atmospheric perspective, relative scale, overlapping).</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRPR.3 Develops complex art work using a variety of media and technology.</b></p> <ul style="list-style-type: none"> <li>a. Experiments with papers, grounds, and other drawing surfaces.</li> <li>b. Develops beginning level mastery of traditional media including, but not limited to, graphite, colored pencil, charcoal, conte, soft pastel, oil pastel, pen and brush, and found mark-making tools.</li> <li>c. Uses mixed-media including traditional, contemporary, digital and alternative media.</li> <li>d. Practices safe and appropriate use and care of drawing media and tools.</li> <li>e. Adds artwork developed in this course to portfolio begun in level one art.</li> </ul>	<p><b>Reorganized/combined into VAHSDR.CR.2</b></p>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRPR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.</b></p> <ol style="list-style-type: none"> <li>a. Self assesses and writes reflections on work, idea generation, skills progress.</li> <li>b. Analyzes and critiques works of art – personal, peers, and professional.</li> <li>c. Makes visual/verbal connections.</li> <li>d. Practices direct observation and reactions in words, images, and symbols.</li> <li>e. Records artistic research.</li> <li>f. Collects, develops, and preserves personal ideas and thoughts.</li> <li>g. Records inspirational images, words, thoughts, and ideas.</li> <li>h. Maintains notes and class information.</li> <li>i. Plans artwork.</li> <li>j. Practices technique.</li> <li>k. Experiments with media and technique - uses as a process journal.</li> <li>l. Identifies emerging personal, artistic voice.</li> </ol>	<p><b>VAHSDR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ol style="list-style-type: none"> <li>a. Self-assess and write reflections on work, idea generation, and skills progress.</li> <li>b. Reflect and analyze work through self-assessment and critique.</li> <li>c. Practice techniques (e.g. direct observation, compositional development, investigation of artistic research).</li> </ol>
<p><b>VAHSDRPR.5 Plans and presents appropriate exhibit of own art work.</b></p> <ol style="list-style-type: none"> <li>a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.</li> <li>b. Prepares own artwork to be exhibited in the classroom and in the school community</li> </ol>	<p><b>VAHSDR.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ol style="list-style-type: none"> <li>a. Exhibit works of art with written supporting statement(s) that communicates context and/or intent of the work of art or presentation.</li> </ol>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRAR.1 Writes and critiques orally his or her own works of art.</b></p> <ul style="list-style-type: none"> <li>a. Reflects on the artistic process (through journal-keeping and dialogic thought).</li> <li>b. Self evaluates specific works from multiple positions – achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.</li> <li>c. Reviews portfolio to identify growth, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thoughts and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.</li> </ul>	<p><b>Reorganized/combined into VAHSDR.RE.1</b></p>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRAR.2 Critiques art work of others individually and in group settings.</b></p> <ul style="list-style-type: none"> <li>a. Provides respectful and constructive criticism to peers in formal class critiques.</li> <li>b. Provides informal feedback to peers on work in process as part of a community of learners.</li> <li>c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.</li> <li>d. Revises artwork based on input from the critique process.</li> <li>e. Georgia Performance Standards</li> </ul>	<p><b>VAHSDR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Reflect on the artistic process of works of art through a variety of approaches (e.g. portfolio review, formal and informal in-progress critique, art criticism).</li> <li>b. Consider peer feedback on in-progress work to inform decision making, analyze specific strengths and weaknesses, and analyze technique and methods in support of artistic intention.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRAR.3 Develops multiple strategies for responding to and reflecting on artworks.</b></p> <ul style="list-style-type: none"> <li>a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.</li> <li>b. Identifies and employs diverse criteria for evaluating artistic merit.</li> <li>c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.</li> <li>d. Uses a range of art criticism approaches, such as “Visual Thinking Skills” and Feldman’s Art Criticism process, to understand and make a personal connection to art works.</li> <li>e. Uses a variety of approaches, in a visual journal, to explore and find personal connections to artworks.</li> </ul>	<p><b>VAHSDR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRC.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Uses inspiration from other disciplines to influence idea development in art.</li> <li>b. Identifies specific knowledge and skills from other discipline that informs the planning and execution of drawing (theory of light and value of forms).</li> <li>c. Understands how knowledge of art enriches and enhances learning in other core disciplines.</li> <li>d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.</li> <li>e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.</li> </ul>	<p><b>Reorganized/combined into VAHSDR.CN.1</b></p>

<b>Drawing</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSDRC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Directs own learning.</li> <li>c. Guides and leads others.</li> <li>d. Works in diverse teams.</li> <li>e. Adapts to change.</li> <li>f. Uses current technology as a tool.</li> </ul>	<p><b>VAHSDR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>
<p><b>VAHSDRC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture, to research art in the world around them.</li> <li>b. Identifies various art related careers and post-secondary options.</li> <li>c. Draws inspiration for artwork from the world and resources outside the traditional classroom.</li> </ul>	<p><b>VAHSDR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> </ul>

<b>Fashion Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSFI.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Explore themes, interests, materials, and methods in fiber/textile production.</li> <li>b. Solve design problems through open-ended inquiry, the considering of multiple options, weighing consequences, and assessing results.</li> </ul>
<b>New Course</b>	<p><b>VAHSFI.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Research and explore a range of materials and methods for creating a variety of fiber related designs.</li> <li>b. Examine contemporary and historic materials, methods, techniques, and technologies for creating and working with fibers/textiles.</li> <li>c. Apply new information to existing knowledge and brainstorm, plan, discover connections, and recognize serendipity.</li> <li>d. Identify safe procedures for handling and working with materials and equipment.</li> </ul>

<b>Fashion Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSFI.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Develop a series of cohesive designs that use specific techniques and/or processes.</li> <li>b. Use distinct personal aesthetic viewpoint to create original fiber designs.</li> <li>c. Create innovative designs using modern and/or traditional technologies.</li> </ul>
<b>New Course</b>	<p><b>VAHSFI.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use thumbnail sketches, visual/verbal notes, and variety of media to develop concepts for original designs.</li> <li>b. Apply elements and principles of design to support concepts (e.g. positive/negative space, visual weight, paths or movement, non-centered focal point, dominance and subordination of design elements, variety within repetition).</li> <li>c. Employ elements and principles of design, color theory, and color schemes to create intended effects and communicate meaning.</li> </ul>

<b>Fashion Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSFI.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Develop a series of fiber designs through planning and experimentation.</li> <li>b. Revise designs to improve the quality of the final product</li> </ul>
<b>New Course</b>	<p><b>VAHSFI.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Experiment with media and technique while keeping a process journal.</li> <li>b. Expand on ideas of historical and modern aesthetic choices in personal and other cultures.</li> </ul>
<b>New Course</b>	<p><b>VAHSFI.PR.1 Plan, prepare, and present works or art for exhibition in school, virtual environments and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit works of art with written and/or verbal supporting statement that communicates purpose and intent.</li> </ul>

<b>Fashion Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSFI.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compare and contrast the influences of a wide range of contemporary and past artists on modern fibers/textile design.</li> <li>b. Reflect and relate the values and practices in community culture and the world that inform individual creative choices.</li> <li>c. Evaluate contributions of diverse peers, global cultures, and communities.</li> </ul>
<b>New Course</b>	<p><b>VAHSFI.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess fiber works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.</li> <li>b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.</li> </ul>
<b>New Course</b>	<p><b>VAHSFI.RE.3 Engage in the process of art criticism to make meaning of works of art and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Write responses to works of art through various approaches</li> </ul>

<b>Fashion Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSFL.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Examine the cultural practices that reflect global standards of beauty and function.</li> <li>b. Analyze how past production methods and processes inform contemporary textile/fiber design/production to convey meaning.</li> <li>c. Articulate new knowledge through discussion and/or presentation.</li> <li>d. Identify interdisciplinary connections to enhance the understanding and production of works of art.</li> <li>e. Identify creative voice in a range of contemporary fiber/textile designers.</li> </ul>
<b>New Course</b>	<p><b>VAHSFL.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>

<b>Fashion Design</b>	
<b>Current GPS</b>	<b>GSE</b>
<b>New Course</b>	<p><b>VAHSFI.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. internet, visiting artists, galleries, community arts organizations, and visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> <li>c. Draw inspiration for works of art from the world and resources outside the traditional classroom.</li> </ul>

<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermined combinations of aesthetic and functional requirements, technical skills involved in good craftsmanship, a variety of construction, and decoration techniques and processes.</p>	<p><b>VAHSFI.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use thumbnail sketches, visual/verbal notes, and variety of media to develop concepts for original designs.</li> <li>b. Apply elements and principles of design to support concepts (e.g. positive/negative space, visual weight, paths or movement, non-centered focal point, dominance and subordination of design elements, variety within repetition).</li> <li>c. Employ elements and principles of design, color theory, and color schemes to create intended effects and communicate meaning.</li> </ul>
<p><b>Standard 2:</b> Applies and recognizes the use of higher-order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to visual problems in the crafts.</p>	<p><b>VAHSFI.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>

<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 3:</b> Demonstrates and applies knowledge of computer technology in production of crafts, such as pattern design for weaving fabrics, preparatory sketches, and record keeping.</p>	<p><b>VAHSFI.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Develop a series of cohesive designs that use specific techniques and/or processes.</li> <li>b. Use distinct personal aesthetic viewpoint to create original fiber designs.</li> <li>c. Create innovative designs using modern and/or traditional technologies.</li> </ul>
<p><b>Standard 4:</b> Demonstrates safe and responsible use of tools and materials.</p>	<p><b>VAHSFI.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Research and explore a range of materials and methods for creating a variety of fiber related designs.</li> <li>b. Examine contemporary and historic materials, methods, techniques, and technologies for creating and working with fibers/textiles.</li> <li>c. Apply new information to existing knowledge and brainstorm, plan, discover connections, and recognize serendipity.</li> <li>d. Identify safe procedures for handling and working with materials and equipment.</li> </ul>

<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 5:</b> Relates crafts to folklore of a wide range of cultures.</p>	<p><b>VAHSFL.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Examine the cultural practices that reflect global standards of beauty and function.</li> <li>b. Analyze how past production methods and processes inform contemporary textile/fiber design/production to convey meaning.</li> <li>c. Articulate new knowledge through discussion and/or presentation.</li> <li>d. Identify interdisciplinary connections to enhance the understanding and production of works of art.</li> <li>e. Identify creative voice in a range of contemporary fiber/textile designers.</li> </ul>
<p><b>Standard 6:</b> Evaluates through expository or creative writing the role of arts and artifacts as a visual record of humankind's cultural, political, scientific, and religious history.</p>	<p><b>VAHSFL.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compare and contrast the influences of a wide range of contemporary and past artists on modern fibers/textile design.</li> <li>b. Reflect and relate the values and practices in community culture and the world that inform individual creative choices.</li> <li>c. Evaluate contributions of diverse peers, global cultures, and communities.</li> </ul>

<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 7:</b> Explores career opportunities in craft-related industries, such as the jewelry industry, fashion industry, textile industry, interior design, and studio art.	<b>Reorganized/combined into VAHSFL.CN.4</b>
<b>Standard 8:</b> Explores lifelong avocational opportunities in the crafts, such as producing, visiting museums and galleries, teaching, volunteering, collecting, reading, and writing about crafts	<b>Reorganized/combined into VAHSFL.CN.4</b>
<b>Standard 9:</b> Recognizes the application of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of crafts and discusses their transfer to real life and work force situations.	<b>Reorganized/combined into VAHSFL.CN.1</b>
<b>Standard 10:</b> Identifies and describes visual and tactile qualities (elements of art and principles of design) that exist in crafts from varied societies and analyzes how they communicate expressive content	<b>Reorganized/combined into VAHSFL.CR.4</b>
<b>Standard 11:</b> Identifies and discusses media, techniques, and processes used to create crafts.	<b>VAHSFL.CR.1 Visualize and generate ideas for creating works of art.</b> <ol style="list-style-type: none"> <li>a. Explore themes, interests, materials, and methods in fiber/textile production.</li> <li>b. Solve design problems through open-ended inquiry, the considering of multiple options, weighing consequences, and assessing results.</li> </ol>

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<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 12:</b> Classifies themes observed in crafts from varied societies throughout history.	<b>Reorganized/combined into VAHSFL.CR.1</b>
<b>Standard 13:</b> Examines the functions of crafts from diverse cultures and times and evaluates their role in society.	<b>Reorganized/combined into VAHSFL.CR.1</b>
<b>Standard 14:</b> Critiques crafts using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.	<b>VAHSFL.RE.3 Engage in the process of art criticism to make meaning of works of art and increase visual literacy.</b> <ul style="list-style-type: none"> <li>a. Write responses to works of art through various approaches.</li> </ul>
<b>Standard 15:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	<b>VAHSFL.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b> <ul style="list-style-type: none"> <li>a. Develop a series of fiber designs through planning and experimentation.</li> <li>b. Revise designs to improve the quality of the final product</li> </ul>

<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 16:</b> Formulates ideas about crafts-related aesthetic issues such as form vs. function, mankind's pervasive need to decorate objects in the environment and for personal adornment, the appeal of hand-made versus machine-made objects, ethical issues involved in the collection and exhibit of craft artifacts for museums, the lines between art, fine crafts, and home industry mass production, placing monetary value on fine crafts, folk crafts, and outsider art.</p>	<p><b>VAHSFI.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess fiber works considering standards of craftsmanship, skill mastery, intent, and meaning as part of the creative process.</li> <li>b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.</li> </ul>
<p><b>Standard 17:</b> Defines and discusses the use of the terms, fine crafts, folk crafts, and outsider art.</p>	<p><b>Reorganized/combined into VAHSFL.CN.1</b></p>
<p><b>Standard 18:</b> Examines changes in the role of crafts in primitive through modern societies.</p>	<p><b>Reorganized/combined into VAHSFL.CN.1</b></p>
<p><b>Standard 19:</b> Explains the influences of cultural factors upon the development of crafts from different societies.</p>	<p><b>Reorganized/combined into VAHSFL.CN.1</b></p>
<p><b>Standard 20:</b> Distinguishes among crafts from major cultural areas of the world, including Europe, Africa, Latin America, North America, and Asia and from different periods in time.</p>	<p><b>Reorganized/combined into VAHSFL.CN.1</b></p>

<b>Fibers</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 21:</b> Researches and writes about diverse fine crafts, folk crafts, and outside art using the resources of the Internet museums, exhibits, review, critiques, periodicals, texts, local museums and galleries, videos, and CD-ROMs.</p>	<p><b>VAHSFI.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. internet, visiting artists, galleries, community arts organizations, and visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> <li>c. Draw inspiration for works of art from the world and resources outside the traditional classroom.</li> </ul>
<p><b>New Standard</b></p>	<p><b>VAHSFI.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Experiment with media and technique while keeping a process journal.</li> <li>b. Expand on ideas of historical and modern aesthetic choices in personal and other cultures.</li> </ul>
<p><b>New Standard</b></p>	<p><b>VAHSFI.PR.1 Plan, prepare, and present works or art for exhibition in school, virtual environments and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit works of art with written and/or verbal supporting statement that communicates purpose and intent.</li> </ul>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Develops ideas, plans, and produces graphic designs that serve varied commercial purposes.</p>	<p><b>VAHSGD.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</li> <li>b. Investigate and research themes, interests, materials, and methods.</li> <li>c. Plan and generate ideas using appropriate industry platforms.</li> </ul>
<p><b>Standard 2:</b> Develops skills in using the elements of art and the principles of design to produce aesthetically pleasing compositions and to communicate expressive content.</p>	<p><b>VAHSGD.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Employ the use of basic drawing and design skills to shape an investigation of graphic design work.</li> <li>b. Consider the visual hierarchy when planning graphic design works.</li> <li>c. Consolidate production processes of a variety of digital platforms to integrate content and style.</li> </ul>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 3:</b> Applies and recognizes the use of higher-order thinking skills (e.g., tolerance for ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to graphic problems.</p>	<p><b>VAHSGD.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>
<p><b>Standard 4:</b> Produces a graphic design that uses type and illustration to communicate to a predetermined audience.</p>	<p><b>VAHSGD.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Explore ideas and methods reflected in the way the current culture(s) defines and uses art.</li> <li>b. Document processes which support the works of art through personal research, reflection, collaboration, and critique.</li> <li>c. Revise, consolidate, and synthesize content.</li> </ul>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 5:</b> Practices responsible and safe use of tools and materials</p>	<p><b>VAHSGD.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Utilize industry standard software and hardware.</li> <li>b. Demonstrate proper use and care of equipment and materials.</li> <li>c. Demonstrate knowledge of concept development with a range of aesthetic approaches (e.g. mimetic, expressivist, formalism, functionalism).</li> <li>d. Integrate tools, materials, and techniques effectively to demonstrate the correct application of media outputs for the desired end product (e.g. file formats, file management).</li> <li>e. Produce digital imagery that demonstrates digital capabilities in combining visual and verbal communication.</li> </ul>
<p><b>Standard 6:</b> Recognizes and applies the knowledge that designers often use: defining the problem, developing multiple ideas, elaborating and refining selected ideas, and finally giving form to the idea with art media.</p>	<p><b>VAHSGD.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Use and combine a variety of digital platforms for a variety of outcomes (e.g. print, web, video).</li> <li>b. Combine digital images with traditional art media.</li> </ul>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 7:</b> Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation and production of graphic design and discusses their transfer to life and work situations.</p>	<p><b>Reorganized/combined into VAHSGD.CN.2</b></p>
<p><b>Standard 8:</b> Identifies and discusses the role of graphic design in education for careers in graphic arts, e.g., illustrator, art director, graphic designer, and development of specific work skills that businesses value.</p>	<p><b>VAHSDR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> </ul>
<p><b>Standard 9:</b> Evaluates educational opportunities in the graphic arts and prepares a portfolio of original graphic designs.</p>	<p><b>Reorganized/combined into VAHSDR.CN.3</b></p>
<p><b>Standard 10:</b> Applies a variety of writing skills in creating copy for graphic design products</p>	<p><b>VAHSDR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 11:</b> Analyzes and evaluates the use of the elements of art and principles of design to communicate expressive content and/or ideas in graphic design.</p>	<p><b>VAHSDR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Consider the influences on works of art from a wide range of contemporary and traditional art through discussion and/or written response.</li> <li>b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.</li> </ul>
<p><b>Standard 12:</b> Selects and applies criteria appropriate for the evaluation of specific graphic/commercial designs.</p>	<p><b>VAHSDR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Reflect on the artistic process of works of art through a variety of approaches (e.g. portfolio review, formal and informal in-progress critique, art criticism).</li> <li>b. Consider peer feedback on in-progress work to inform decision making, analyze specific strengths and weaknesses, and analyze technique and methods in support of artistic intention.</li> </ul>
<p><b>Standard 13:</b> Identifies and analyzes the effect that media and techniques have on the creation of graphic design</p>	<p><b>Reorganized/combined into VAHSDR.RE.1 and VAHSDR.RE.2</b></p>
<p><b>Standard 14:</b> Critiques graphic design using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artworks.</p>	<p><b>Reorganized/combined into VAHSDR.RE.1 and VAHSDR.RE.2</b></p>

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<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 15:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	<b>Reorganized/combined into VAHSDR.RE.1 and VAHSDR.RE.2</b>
<b>Standard 16:</b> Develops and supports judgments about graphic arts based on specific aesthetic theories: Formalism, Expressionism, Imitationalism, and Functionalism.	<b>Reorganized/combined into VAHSDR.RE.3</b>
<b>Standard 17:</b> Develops and supports judgments about graphic arts based on specific aesthetic theories: Formalism, Expressionism, Imitationalism, and Functionalism.	<b>Reorganized/combined into VAHSDR.RE.3</b>
<b>Standard 18:</b> Differentiates between judgments of graphic (commercial) design based on personal preferences and those based on critical analysis and cites specific qualities within the work that elicit response.	<b>Reorganized/combined into VAHSDR.RE.3</b>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 19:</b> Compares and contrasts purposes and functions of graphic design in our society and other societies both past and present.</p>	<p><b>VAHSDR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of works of art in context to historical events.</li> <li>b. Examine universal themes that appear in works of art throughout various times and cultures.</li> <li>c. Analyze the ways in which personal experiences affect one’s understanding and appreciation of works of art.</li> <li>d. Investigate the role of art as a visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> <li>f. Identify artistic voice in a range of contemporary and traditional artists.</li> </ul>
<p><b>Standard 20:</b> Identifies, compares, and contrasts major styles of graphic design and their distinguishing characteristics.</p>	<p><b>Reorganized/combined into VAHSDR.CN.1</b></p>
<p><b>Standard 21:</b> Recognizes the influence of art including Fauvism, Impressionism, Cubism, Minimalism, and Abstract Expressionism, on selected graphic designs.</p>	<p><b>Reorganized/combined into VAHSDR.CN.1</b></p>

<b>Graphics</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>New Standard</b>	<p><b>VAHSGD.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess and write reflections on work, idea generation, and skills progress.</li> <li>b. Reflect and analyze work through self-assessment and critique.</li> <li>c. Practice and plan layout/composition, storyboards, and investigation of artistic research.</li> <li>d. Evaluate choice of media, technique, and process as a means to edit, revise, and modify graphic art.</li> <li>e. Maintain notes and class information.</li> </ul>
<b>New Standard</b>	<p><b>VAHSGD.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Consider evolving technologies when preparing work for presentation to a variety of outlets.</li> <li>b. Create an oral and/or written support statement.</li> <li>c. Revise work based on client feedback.</li> </ul>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermined combinations of aesthetic and functional requirements, technical skills involved in good craftsmanship, a variety of construction, and decoration techniques and processes.</p>	<p><b>VAHSJW.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Explore jewelry challenges through open-ended inquiry, the consideration of multiple options, and assessing results.</li> <li>b. Investigate choice of themes, materials, and processes (hot and cold) with attention to quality craftsmanship.</li> <li>c. Add preparatory drawings and digital images of jewelry studies to solve practical problems of functionality and comfort of jewelry.</li> </ul>
<p><b>Standard 2:</b> Develops skills in using the elements of art and the principles of design to produce aesthetically pleasing compositions and to communicate expressive content.</p>	<p><b>VAHSJW.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Apply compositional elements and principles to create representational and non-objective jewelry works.</li> <li>b. Explore concepts of form and function intended to effect and communicate meaning.</li> </ul>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 3:</b> Demonstrates and applies knowledge of computer technology in production of crafts, such as pattern design for weaving fabrics, preparatory sketches, and record keeping.</p>	<p><b>VAHSJW.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Create jewelry through hot (e.g. enameling, forging, soldering) and cold (e.g. beading, piercing, riveting) processes with attention to craftsmanship.</li> <li>b. Set realistic goals and manage time relating to design and material choices.</li> <li>c. Use current technology to develop and create jewelry works (e.g. three-dimensional printer, digital media).</li> <li>d. Develop mastery of traditional media (e.g. clay, glass, metals, fibers) and methods (e.g. soldering, stamping, weaving).</li> </ul>
<p><b>Standard 4:</b> Demonstrates safe and responsible use of tools and materials.</p>	<p><b>VAHSJW.CR. 2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use open-ended inquiry to experiment and develop concepts while making specific choices related to construction and decoration processes (e.g. weaving, glass bead making).</li> <li>b. Discuss and apply elements and principles to create a successful representational or non-objective jewelry piece.</li> <li>c. Demonstrate safe and proper use of materials and equipment.</li> </ul>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 5:</b> Practices responsible and safe use of tools and materials.	<b>Reorganized/combined into VAHSJW.CR.2</b>
<b>Standard 6:</b> Recognizes and applies the knowledge that designers often use: defining the problem, developing multiple ideas, elaborating and refining selected ideas, and finally giving form to the idea with art media.	<p><b>VAHSJW.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Create jewelry based on research of historical and contemporary media considering personal aesthetic and function requirements (e.g. metal, clay, stone, acrylics, glass, fibers).</li> <li>b. Produce designs inspired by observation of the natural world, research into cultures, and artists.</li> </ul>
<b>Standard 7:</b> Explores career opportunities in craft-related industries, such as the jewelry industry, fashion industry, textile industry, interior design, and studio art.	<p><b>VAHSJW.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research jewelry (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various jewelry-related careers and post-secondary options.</li> <li>c. Draw inspiration for jewelry-making from the world and resources outside the traditional classroom.</li> </ul>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 8:</b> Explores lifelong avocational opportunities in the crafts, such as producing, visiting museums and galleries, teaching, volunteering, collecting, reading, and writing about crafts.</p>	<p><b>VAHSJW.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>
<p><b>Standard 9:</b> Evaluates educational opportunities in the graphic arts and prepares a portfolio of original graphic designs.</p>	<p><b>Reorganized/combined into VAHSJW.CN.3</b></p>
<p><b>Standard 10:</b> Identifies and describes visual and tactile qualities (elements of art and principles of design) that exist in crafts from varied societies and analyzes how they communicate expressive content</p>	<p><b>VAHSJW.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compare and contrast influences of jewelry works of art from a wide range of contemporary and past jewelry artists.</li> <li>b. Identify and reflect on how personal experience, diverse communities, and global cultures inform the artmaking process.</li> </ul>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 11:</b> Identifies and discusses media, techniques, and processes used to create crafts	<b>VAHSJW.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b> a. Review portfolio to identify growth over time, mastery of skills and techniques, generation of new ideas, evidence of risk-taking, problem-solving, and emergence of artistic voice.
<b>Standard 12:</b> Classifies themes observed in crafts from varied societies throughout history.	<b>Reorganized/combined into VAHSJW.CN.1</b>
<b>Standard 13:</b> Examines the functions of crafts from diverse cultures and times and evaluates their role in society.	<b>Reorganized/combined into VAHSJW.RE.1</b>
<b>Standard 14:</b> Critiques crafts using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.	<b>VAHSJW.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b> a. Write responses to works of art through various approaches.
<b>Standard 15:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	<b>Reorganized/combined into VAHSJW.RE.1 and VAHSJW.RE.2</b>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 16:</b> Discusses the relationship of commercial art and fine art.</p>	<p><b>VAHSJW.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Resolve function and design to examine historical and contemporary functions of jewelry.</li> <li>b. Understand how knowledge of the artifacts of jewelry enriches and enhances the study of history.</li> <li>c. Analyze how personal experiences affect one’s understanding and appreciation of jewelry.</li> <li>d. Identify interdisciplinary connections to enhance the understanding and production of works of art.</li> <li>e. Identify artistic voice in a range of contemporary and traditional artists.</li> </ul>
<p><b>Standard 17:</b> Develops and supports judgments about graphic arts based on specific aesthetic theories: Formalism, Expressionism, Imitationalism, and Functionalism.</p>	<p><b>Reorganized/combined into VAHSJW.RE.3</b></p>
<p><b>Standard 18:</b> Differentiates between judgments of graphic (commercial) design based on personal preferences and those based on critical analysis and cites specific qualities within the work that elicit response.</p>	<p><b>Reorganized/combined into VAHSJW.RE.3</b></p>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 19:</b> Compares and contrasts purposes and functions of graphic design in our society and other societies both past and present.	<b>Reorganized/combined into VAHSJW.CN.1</b>
<b>Standard 20:</b> Identifies, compares, and contrasts major styles of graphic design and their distinguishing characteristics.	<b>Reorganized/combined into VAHSJW.CN.1</b>
<b>Standard 21:</b> Recognizes the influence of art including Fauvism, Impressionism, Cubism, Minimalism, and Abstract Expressionism, on selected graphic designs.	<b>Reorganized/combined into VAHSJW.CN.1</b>
<b>Standard 22:</b> Researches and analyzes diverse graphic designs via Internet, periodicals, texts, and videos.	<b>Reorganized/combined into VAHSJW.CN.3</b>
<b>New Standard</b>	<p><b>VAHSJW.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Experiment with media and techniques while keeping a process journal.</li> <li>b. Use journal to expand on ideas of historical and modern aesthetic choices in personal and varied cultures.</li> </ul>

<b>Jewelry and Metalcrafts</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>New Standard</b>	<p><b>VAHSJW.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit jewelry with a written supporting statement that communicates personal meaning and/or intent.</li> <li>b. Document jewelry works through digital and/or paper format.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAMC.1 Engages in the creative process and imagines new ideas by using mental and visual imagery, conceptualizing these ideas by using artistic language and contextual understandings and by developing a personal artistic voice that gives unique form to these concepts.</b></p> <ul style="list-style-type: none"> <li>a. Identifies artistic voice in a range of contemporary and past artists.</li> <li>b. Reflects on emerging personal artistic preferences.</li> <li>c. Recognizes personal motivations and interests.</li> <li>d. Identifies personal viewpoint.</li> <li>e. Selects self-assessment standards.</li> <li>f. Explores themes and interests.</li> <li>g. Identifies preferred materials and working methods.</li> </ul>	<p><b>VAHSPA.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.</li> <li>b. Investigate and research various themes, interests, materials, and methods.</li> <li>c. Identify artistic voice in a range of contemporary and traditional artists.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, consequences, and assessments.</b></p> <ul style="list-style-type: none"> <li>a. Uses sketchbook journal to research, explore and invent artistic conventions to connect and express visual ideas.</li> <li>b. Generates multiple solutions to a single artistic problem and assesses merits of each.</li> <li>c. Analyzes, in both written and oral form, the implications of artistic decisions.</li> <li>d. Solves artistic problems through discussion and interaction with peers.</li> <li>e. Supports peers through informal, on-going critique of idea development and work in progress.</li> <li>f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections, and recognition of serendipity.</li> </ul>	<p><b>VAHSPA.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.</li> <li>b. Critique in-process works individually and collaboratively.</li> <li>c. Experiment and investigate the properties of various painting media (e.g. watercolor, acrylic, tempera, oil).</li> <li>d. Investigate brushwork and mark-making approaches to painting (e.g. calligraphic line, gestural brush work, scumbling, color value to create the illusion of three-dimensional form on a two-dimensional plane, abstract/expressive language).</li> <li>e. Explore surface manipulation of papers, grounds, and other surfaces and/or technologies.</li> <li>f. Explore mixed media approaches (e.g. traditional, digital, alternative materials, installation, video, performance).</li> <li>g. Understand and practice safe handling of painting media.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.</b></p> <ul style="list-style-type: none"> <li>a. Interprets historical perceptions of artistic value.</li> <li>b. Identifies the ideas and values that inform how past and present cultures define and use art.</li> <li>c. Explores ideas and values reflected in the way the student’s current culture(s) define and use art.</li> <li>d. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.</li> </ul>	<p><b>VAHSPA.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.</li> <li>b. Document processes which support works of art through personal research, reflection, collaboration, and critique.</li> </ul>
<p><b>VAHSPAMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and world.</b></p> <ul style="list-style-type: none"> <li>a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.</li> <li>b. Identifies values and practices in his or her community, culture, and world that inform his or her art making.</li> <li>c. Reflects on how personal experience in community, culture, and world informs an artist’s works.</li> <li>d. Identifies the values and contributions of diverse peers, cultures, and communities.</li> </ul>	<p><b>VAHSPA.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Consider the influences on works of art from a wide range of contemporary and traditional works through discussion and/or written response.</li> <li>b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.</b></p> <ul style="list-style-type: none"> <li>a. Identifies universal themes that appear in paintings throughout time and discusses how those themes connect to the human condition.</li> <li>b. Identifies how the issues of time, place, and culture are reflected in selected art works.</li> <li>c. Compares the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</li> <li>d. Discusses how understanding the original context of an artwork affects a viewer's</li> </ul>	<p><b>VAHSPA.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of works of art in context to historical events.</li> <li>b. Identify universal themes that appear in works of art throughout various times and cultures.</li> <li>c. Analyze the ways in which personal experiences affect the understanding and appreciation of works of art.</li> <li>d. Investigate the role of art as a visual record keeper.</li> </ul>
<p><b>VAHSPACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.</b></p> <ul style="list-style-type: none"> <li>a. Develops a repertoire of contemporary and historical art exemplars.</li> <li>b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.</li> <li>c. Creates art work that explores ideas, issues, and events from current and past cultures</li> </ul>	<p><b>Reorganized/combined into VAHSPA.CN.1</b></p>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAPR.1 Incorporates elements and principles of design to solve specific visual arts problems and to communicate ideas and emotions, culminating in a finished work of art.</b></p> <ul style="list-style-type: none"> <li>a. Uses multiple strategies, such as thumbnail sketches, visual/verbal notes and viewfinders, to develop concept and composition for paintings.</li> <li>b. Discusses and applies concepts, such as surface quality, activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.</li> <li>c. Applies compositional principles to create successful representational and nonobjective art work.</li> </ul>	<p><b>VAHSPA.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use planning approaches to develop compositions for painting (e.g. thumbnail sketches, viewfinders, sighting methods).</li> <li>b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAPR.2 Applies color theory in painting.</b></p> <ul style="list-style-type: none"> <li>a. Uses complex color relationships, such as monochromatic, analogous, and split complementary, to achieve visual unity and/or intent of work.</li> <li>b. Demonstrates understanding of the dark/light value quality of specific colors.</li> <li>c. Demonstrates understanding of the intensity of color, how to alter it, and how it affects emotion and composition in work.</li> <li>d. Demonstrates understanding of how to use lightening and darkening color with tints/shades and use of other colors.</li> <li>e. Understands and applies warm/cool versions of the same hue.</li> <li>f. Understands arbitrary, optical, and reflected color.</li> <li>g. Understands the hue tonality and warm/cool temperature in neutrals.</li> <li>h. Understands impact of juxtaposing various colors</li> </ul>	<p><b>VAHSPA.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Use complex color relationships to achieve effective composition (e.g. monochromatic, analogous, split-complementary).</li> <li>b. Demonstrate understanding of how to utilize intensity, value, and hue of color to affect the composition in works of art.</li> <li>c. Understand and utilize color theory (e.g. arbitrary, optical, tonal relationships, reflected color, expressive color).</li> <li>d. Understand impact of color interactions.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAPR.3 Engages in an array of painting processes and techniques.</b></p> <ul style="list-style-type: none"> <li>a. Differentiates between the innate qualities of transparent and opaque media to solve specific visual problems in painting.</li> <li>b. Investigates brushwork including, but not limited to, calligraphic line, gestural brush work, emotive qualities of brush strokes, brush mark direction to build form and movement, and scumbling.</li> <li>c. Explores surface quality and mark-making approaches such as incising, dripping, palette knife, stamping, found and invented tools.</li> <li>d. Develops movement and form through quick gestural studies (figure, inanimate objects, and non-objective).</li> <li>e. Uses color value to create the illusion of 3-D form on a 2-D plane (cast shadow, form shadow, transitional values, and reflected value).</li> <li>f. Differentiates and applies high key, low key, and full range of value to create specific effect and mood.</li> <li>g. Uses color intensity, value, and temperature to convey advancing and receding space.</li> <li>h. Builds a mental library of pigment names and their physical properties, such as hue, warm/cool characteristic, transparency, and viscosity.</li> <li>i. Paints direct observation of shape, form, color, light, surface quality.</li> <li>j. Understands and practices safe handling of painting media.</li> </ul>	<p><b>Reorganized/combined into VAHSPA.CR.3</b></p>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAPR.4 Develops complex art work using a variety of media and technology.</b></p> <ul style="list-style-type: none"> <li>a. Experiments with grounds and other painting surfaces.</li> <li>b. Develops beginning level mastery of traditional media including, but not limited to, watercolor, acrylic, and inks.</li> <li>c. Explores non-traditional painting media.</li> <li>d. Uses mixed media including, but not limited to, traditional, digital and alternative materials.</li> <li>e. Adds artwork to portfolio begun in previous art classes.</li> </ul>	<p><b>Reorganized/combined into VAHSPA.CR.2</b></p>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAPR.5 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.</b></p> <ol style="list-style-type: none"> <li>a. Self assesses and writes reflections on work, idea generation, and skills progress.</li> <li>b. Analyzes and critiques works of art – personal, peers, and professional.</li> <li>c. Makes visual / verbal connections.</li> <li>d. Practices direct observation and reactions in words, images, and symbols.</li> <li>e. Records artistic research.</li> <li>f. Collects, develops, and preserves personal ideas and thoughts.</li> <li>g. Records inspirational images, words, thoughts, and ideas.</li> <li>h. Maintains notes and class information.</li> <li>i. Plans artwork.</li> <li>j. Practices technique.</li> <li>k. Experiments with media, technique, and color - uses as a process journal.</li> <li>l. Identifies emerging personal, artistic voice.</li> </ol>	<p><b>VAHSPA.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ol style="list-style-type: none"> <li>a. Self-assess and write reflections on work, idea generation, and skills progress.</li> <li>b. Reflect and analyze work through self-assessment and critique.</li> <li>c. Practice techniques (e.g. direct observation, compositional development, investigation of artistic research).</li> </ol>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAPR.6 Plans and presents appropriate exhibition of own artwork.</b></p> <ul style="list-style-type: none"> <li>a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.</li> <li>b. Prepares own artwork to be exhibited in the classroom and school community</li> </ul>	<p><b>VAHSPA.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit works of art with written supporting statement(s) that communicates context and/or intent of the works of art or presentation.</li> </ul>
<p><b>VAHSPAAR.1 Writes and critiques own works of art.</b></p> <ul style="list-style-type: none"> <li>a. Reflects on the artistic process (through journal-keeping and dialogic thought).</li> <li>b. Self evaluates specific works from multiple positions – achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.</li> <li>c. Reviews portfolio to identify growth over time, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective</li> <li>d. communication of thoughts and ideas, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.</li> </ul>	<p><b>VAHSPA.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Consider the influences on works of art from a wide range of contemporary and traditional works through discussion and/or written response.</li> <li>b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAAR.2 Critiques artwork of others individually and in group settings.</b></p> <ul style="list-style-type: none"> <li>a. Provides respectful and constructive criticism to peers in formal class critiques.</li> <li>b. Provides informal feedback to peers on work in process as part of a community of learners.</li> <li>c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.</li> <li>d. Revises artwork based on input from the critique process.</li> </ul>	<p><b>VAHSPA.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Critically reflect on the artistic process of works of art through a variety of approaches (e.g. portfolio review, in progress critique, formal and informal class critique).</li> <li>b. Consider feedback from peers on in-progress work to inform decision making (e.g. analyzing specific strengths and weaknesses, technique and methods in support of artistic intention).</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAAR.3 Develops multiple strategies for responding to and reflecting on artworks.</b></p> <ul style="list-style-type: none"> <li>a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.</li> <li>b. Identifies and employs diverse criteria for evaluating artistic merit.</li> <li>c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.</li> <li>d. Uses a range of art criticism approaches, such as —Visual Thinking Skills<sup>1</sup> and Feldman’s Art Criticism process, to understand and make a personal connection to art works.</li> <li>e. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.</li> </ul>	<p><b>VAHSPA.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAC.1 Applies information from other disciplines to enhance the understanding and production and of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Uses inspiration from other disciplines to influence idea development in art.</li> <li>b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of painting (theory of light and science of color).</li> <li>c. Understands how knowledge of art enriches and enhances learning in other core disciplines.</li> <li>d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.</li> <li>e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.</li> </ul>	<p><b>Reorganized/combined into VAHSPA.CN.1</b></p>

<b>Painting</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSPAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Directs own learning.</li> <li>c. Guides and leads others.</li> <li>d. Works in diverse teams.</li> <li>e. Adapts to change.</li> <li>f. Uses current technology as a tool.</li> </ul>	<p><b>VAHSPA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>
<p><b>VAHSPAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around him or her.</li> <li>b. Identifies various art related careers and post-secondary options.</li> <li>c. Draws inspiration for artwork from the world and resources outside the traditional classroom.</li> </ul>	<p><b>VAHSPA.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> </ul>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Develops ideas, plans, and produces a series of photographs within constraints of selected problems with emphasis on particular elements of art and principles of design; emphasis on a particular function; and emphasis on a particular idea, concept, or emotion.</p>	<p><b>VAHSPH.CR.1 - Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Develop work through open-ended inquiry and consideration of the elements and principles of design.</li> <li>b. Investigate and research various themes, interests, material, and methods.</li> </ul>
<p><b>Standard 2:</b> Produces photographs from a variety of objective, abstract, and nonobjective subjects and content.</p>	<p><b>VAHSPH.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Incorporate the elements and principles of design as they relate to the creation of a photograph.</li> <li>b. Consider and incorporate self-expression and explore how it relates to the creation of a photograph.</li> <li>c. Explore a variety of subjects and photographic styles including historical, contemporary, commercial, and fine art.</li> </ul>
<p><b>Standard 3:</b> Produces a series of systematically altered digital photographs that are based on student’s imported photographs and on images created within the computer.</p>	<p><b>VAHSPH.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use a sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.</li> <li>b. Critique in-process works individually and collaboratively.</li> </ul>
<p><b>Standard 4:</b> Demonstrates safe and proper use of photographic tools and processes.</p>	<p><b>Reorganized/combined into VAHSPH.CR.2</b></p>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 5:</b> Recognizes the many connections between photography, science, and mathematics, such as light and color theory, anatomy of the eye and the camera, f-stop shutter ratios, and aperture-distance ratios.</p>	<p><b>VAHSPH.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 6:</b> Recognizes the role of computer technology in photography careers and production such as the many roles for artists in emerging technological fields; the computer as an artist’s tool much like the brush or pencil; the importance of visual imagery in emerging technology; the increasing demand for individuals who can combine photography/art skills; complex thinking and computer skills.</p>	<p><b>VAHSPH.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ol style="list-style-type: none"> <li>a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.</li> <li>b. Identify and discuss selected artists who have contributed to the development of photography.</li> <li>c. Explain the changes in photography brought about by new technology and media.</li> <li>d. Research and identify the artistic voice of a range of contemporary and traditional photographers.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> </ol>
<p><b>Standard 7:</b> Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of photographs and discusses their transfer to life and work situations.</p>	<p><b>VAHSPH.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ol style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various photography related careers and emerging technological fields.</li> <li>c. Identify, compare, and contrast major styles of photography and their distinguishing characteristics.</li> </ol>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 8:</b> Identifies and discusses artistic and commercial career opportunities in the field of photography and the role of photography as an avocation.</p>	<p><b>Reorganized/combined into VAHSPH.CN.3</b></p>
<p><b>Standard 9:</b> Compares and contrasts photographers use of the elements of art and principles of design or combination of both to communicate expressive content or ideas.</p>	<p><b>VAHSPH.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Select, analyze, and critique works of art from various photographers and photographic styles to communicate expressive content and ideas.</li> <li>b. Self-evaluate and respond by relating and connecting personal photographs to historical and contemporary photographers and photographic movements.</li> <li>c. Interpret the aesthetics and ethics of photography.</li> </ul>
<p><b>Standard 10:</b> Interprets the content of objective, abstract, and nonobjective photographs and discusses why photographers might choose to work in each style.</p>	<p><b>VAHSPH.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Reflect and analyze work, generate ideas, and document skills progress through self-assessment and critique.</li> <li>b. Plan compositions and production elements (e.g. sets, lighting, location, wardrobe)</li> <li>c. Evaluate choice of media, technique, and process as a means to edit, revise, and modify photographic works.</li> <li>d. Maintain notes and class information.</li> <li>e. Make visual/verbal connections through recording artistic research, planning, and reflection.</li> </ul>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 11:</b> Explains how the artist’s choices in technique, media, and style interrelate to produce a particular expressive content in selected photographs.</p>	<p><b>VAHSPH.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Evaluate and respond to artists’ choices in technique, media, and style by relating and connecting personal photographic content to historical and contemporary photographers.</li> </ul>
<p><b>Standard 12:</b> Compares two or more photographs of similar style and identifies those qualities that relate to the artworks.</p>	<p><b>Reorganized/combined into VAHSPH.RE.2</b></p>
<p><b>Standard 13:</b> Makes informed aesthetic responses by relating their own photographs to photographs by major 20th- century photographers.</p>	<p><b>Reorganized/combined into VAHSPH.RE.2</b></p>
<p><b>Standard 14:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.</p>	<p><b>VAHSPH.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as personal artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Explore a variety of subjects and photographic styles, both historical and contemporary.</li> <li>b. Document processes which support works of art through personal research, reflection, collaboration, and critique.</li> </ul>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 15:</b> Discusses aesthetic issues related to computer art and photography (e.g., When is it a photograph art and when is it a personal record of one’s life? Can the computer be used to produce photographic imagery? What is the relationship between traditional photography and digital photography? What ethics apply to copyright issues, digital art, photography, and the Internet?)</p>	<p><b>Reorganized/combined into VAHSPH.RE.2</b></p>
<p><b>Standard 16:</b> Evaluates the influences of historical and social factors upon the development of selected photographs and equipment.</p>	<p><b>Reorganized/combined into VAHSPH.RE.2</b></p>
<p><b>Standard 17:</b> Identifies, compares, and contrasts major styles of photography and their distinguishing characteristics.</p>	<p><b>Reorganized/combined into VAHSPH.CN.3</b></p>
<p><b>Standard 18:</b> Identifies and discusses selected artists who have contributed to the development of photography and evaluates the influence of historical factors on their significance.</p>	<p><b>Reorganized/combined into VAHSPH.CN.1</b></p>
<p><b>Standard 19:</b> Explains the changes in photography brought about by new technology and media.</p>	<p><b>Reorganized/combined into VAHSPH.CN.1</b></p>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>New Standard</b>	<p><b>VAHSPH.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Utilize both digital and analog processes.</li> <li>b. Explore natural and studio lighting methods.</li> <li>c. Create traditional wet darkroom photographic prints.</li> <li>d. Demonstrate understanding of F/stop and shutter speed.</li> <li>e. Explore digital manipulation of photographs.</li> <li>f. Experiment and create photographs utilizing alternative processes.</li> <li>g. Demonstrate safe and proper use of photographic tools and processes.</li> </ul>
<b>New Standard</b>	<p><b>VAHSPH.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Reflect and analyze work, generate ideas, and document skills progress through self-assessment and critique.</li> <li>b. Plan compositions and production elements (e.g. sets, lighting, location, wardrobe)</li> <li>c. Evaluate choice of media, technique, and process as a means to edit, revise, and modify photographic works.</li> <li>d. Maintain notes and class information.</li> <li>e. Make visual/verbal connections through recording artistic research, planning, and reflection.</li> </ul>

<b>Photography</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>New Standard</b>	<p><b>VAHSPH.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit works of art with a written supporting artist statement that communicates purpose and/or intent.</li> <li>b. Create exhibition level series of photographs: archival quality, matted, and installed.</li> </ul>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Uses a wide variety of media and techniques to create prints that imitate the real world (Realism), are concerned with design and composition (Structuralism/Formalism), express a feeling or emotion (Emotionalism/ Expressionism), explore new technology for printmaking, such as computers, scanners and copy machines.</p>	<p><b>VAHSPR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ol style="list-style-type: none"> <li>a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.</li> <li>b. Critique in-process works individually and collaboratively.</li> <li>c. Experiment with papers, plates and other printing surfaces and/or technologies.</li> <li>d. Develop mastery of media (e.g. inks, etching stylus, linoleum tools, wood cutting tools, printing presses).</li> <li>e. Use mixed-media approaches (e.g. traditional, contemporary, digital, alternative media, video, installation, performance).</li> <li>f. Practice safe and appropriate use and care of printmaking media and tools.</li> </ol>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 2:</b> Develops ideas, plans, and produces editions of prints that serve specific functions (e.g., expressive, social, and functional).</p>	<p><b>VAHSPR.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including</li> <li>e. visual representations, technology, and performance.</li> </ul>
<p><b>Standard 3:</b> Produces prints from a variety of objective, abstract, and nonobjective subjects and content.</p>	<p><b>Reorganized/combined into VAHSPR.CR.1</b></p>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 4:</b> Applies higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation of multiple solutions to printmaking problems and discusses their transfer to practical and work force situations.</p>	<p><b>VAHSPR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Create and investigate mark making methods.</li> <li>b. Produce and sign artist proofs in a series of prints using varied methods (e.g. monoprints, linoleum relief, woodcut, collagraph, etching, serigraphy, screen printing, lithography).</li> </ul>
<p><b>Standard 5:</b> Recognizes the role of computer technology in art production and careers (e.g., the many roles for artists in emerging technology fields, the computer as an artist's tool much like a brush or pencil, the importance of visual imagery in emerging technology, the increasing demand for individuals who can combine art skills, computer skills, and complex thinking skills critically needed in the work force).</p>	<p><b>Reorganized/combined into VAHSPR.CR.6</b></p>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 6:</b> Relates art with social studies by reviewing history connected to and reflected in prints from different periods of history.</p>	<p><b>VAHSPR.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of works of art in context to historical events.</li> <li>b. Examine universal themes that appear in works of art throughout various times and cultures.</li> <li>c. Analyze the ways in which personal experiences affect one’s understanding and appreciation of works of art.</li> <li>d. Investigate the role of works of art as a visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> </ul>
<p><b>Standard 7:</b> Describes and distinguishes among printmaking processes, such as lithography, relief, intaglio, serigraphy, and monoprint.</p>	<p><b>VAHSPR.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Explore ideas and methods reflected in the way current culture(s) defines and uses art.</li> <li>b. Document processes which support works of art through personal research, reflection, and collaboration.</li> </ul>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 8:</b> Compares and contrasts the way printmakers have used the elements of art and principles of design to communicate specific expressive content or ideas.</p>	<p><b>VAHSPR.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Consider the influences on works of art from a wide range of contemporary and traditional art through discussion and/or written response.</li> <li>b. Investigate and discuss how the issues of time, place, and/or culture are reflected in works of art.</li> </ul>
<p><b>Standard 9:</b> Recognizes and describes the content of objective, abstract, and nonobjective prints.</p>	<p><b>VAHSPR.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.</li> <li>b. Investigate and research various themes, interests, materials, and methods.</li> <li>c. Identify artistic voice in a range of contemporary and traditional artists.</li> </ul>
<p><b>Standard 10:</b> Analyzes how medium, technique, and style interrelate to produce particular expressive content in prints.</p>	<p><b>VAHSPR.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use planning approaches to develop compositions for prints (e.g. thumbnail sketches, viewfinders, sighting methods).</li> <li>b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).</li> </ul>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 11:</b> Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.</p>	<p><b>VAHSPR.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Critically reflect on the artistic process of works of art through varied approaches (e.g. portfolio review, formal and informal in-progress class critique, art criticism).</li> <li>b. Consider feedback from peers on in-progress work to inform decision making (e.g. analyzing specific strengths and weaknesses, analysis of technique and methods in support of artistic intention).</li> </ul>
<p><b>Standard 12:</b> Develops and applies appropriate criteria for making aesthetic judgments about a wide range of prints.</p>	<p><b>VAHSPR.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>
<p><b>Standard 13:</b> Begins to develop and describe artistic voice (own style, approaches to printmaking, personal messages to communicate).</p>	<p><b>Reorganized/combined into VAHSPR.CN.1</b></p>
<p><b>Standard 14:</b> Justifies personal responses to objective, abstract, and nonobjective prints citing those specific qualities within the print that elicit the response.</p>	<p><b>Reorganized/combined into VAHSPR.RE.2</b></p>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 15:</b> Discusses aesthetics issues related to technology such as: Can the computer be used to produce "fine art" prints? What is the relationship between traditional printmaking and digital art? What ethics apply to copyright issues, computer art, and the Internet.</p>	<p><b>Reorganized/combined into VAHSPR.RE.1</b></p>
<p><b>Standard 16:</b> Develops a degree of expertise in learning to make informed aesthetic responses by relating own prints to those of major 19th- and 20th- century printmakers.</p>	<p><b>Reorganized/combined into VAHSPR.CR.3</b></p>
<p><b>Standard 17:</b> Identifies and discusses historical periods and world cultures in which selected prints were produced.</p>	<p><b>Reorganized/combined into VAHSPR.CN.1</b></p>
<p><b>Standard 18:</b> Compares prints of contemporary and past societies to ascertain the similarities and differences in processes, tools, styles, and content and function.</p>	<p><b>Reorganized/combined into VAHSPR.RE.2</b></p>
<p><b>Standard 19:</b> Identifies, compares, and contrasts significant printmakers from different historical periods and world cultures, such as Hokusai, Rembrandt, and Kollwitz.</p>	<p><b>Reorganized/combined into VAHSPR.CN.1</b></p>

<b>Printmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 20:</b> Researches, analyzes, and writes about diverse examples of printmaking using Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries</p>	<p><b>VAHSPR.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> </ul>
<p style="text-align: center;"><b>New Standard</b></p>	<p><b>VAHSPR.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Self-assess and write reflections on work, idea generation, and skills progress.</li> <li>b. Reflect and analyze work through self-assessment and critique.</li> <li>c. Practices techniques (e.g. direct observation, compositional development, investigation of artistic research).</li> </ul>
<p style="text-align: center;"><b>New Standard</b></p>	<p><b>VAHSPR.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit works of art with written supporting statement(s) that communicates context and/or intent of the work or presentation.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, and conceptualizes these ideas by using artistic language and contextual understandings and processes.</b></p> <ul style="list-style-type: none"> <li>a. Develops a personal artistic voice that gives unique form to these concepts.</li> <li>b. Identifies artistic voice in a range of contemporary and past artists.</li> <li>c. Reflects on emerging personal artistic preferences.</li> <li>d. Recognizes personal motivations and interests.</li> <li>e. Expresses personal viewpoint in written and visual form.</li> <li>f. Selects self-assessment standards.</li> <li>g. Identifies themes and interests.</li> <li>h. Explores preferred materials and working methods.</li> </ul>	<p><b>VAHSSC.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Generate sculptural ideas through the sequential process of ideation, innovation, development, and actualization.</li> <li>b. Investigate choice of themes, materials, and methods as they relate to personal, contemporary, and traditional sculptural artists/works.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</b></p> <ul style="list-style-type: none"> <li>a. Uses a sketchbook journal to research, explore, and invent artistic conventions to connect and express visual ideas.</li> <li>b. Generates multiple solutions to a single artistic problem and assesses merits of each.</li> <li>c. Analyzes, in both written and oral form, the implications of artistic decisions by the artist and personal reactions to sculpture.</li> <li>d. Solves artistic problems through discussion and interaction with peers.</li> <li>e. Supports peers through informal, on-going critique of idea development and work in progress.</li> <li>f. Recognizes art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, discovery of unexpected connections and recognition of serendipity, and develops personal skills in these areas.</li> </ul>	<p><b>VAHSSC.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Document research, exploration, and problem solving to connect and express visual ideas.</li> <li>b. Individually and collaboratively generate multiple solutions to a single artistic problem and assess merits of each.</li> <li>c. Research and apply knowledge of materials and processes to recognize limitations and set goals regarding design, studio capabilities, and time.</li> <li>d. Demonstrate proper care and safe use of sculptural tools, equipment, and materials.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCMC.3 Cultivates critical thinking and logical argumentation in aesthetics.</b></p> <ul style="list-style-type: none"> <li>a. Interprets historical perceptions of artistic value as demonstrated through sculpture.</li> <li>b. Identifies the ideas and values that inform how past and present cultures define and use art.</li> <li>c. Explores ideas and values reflected in the way the student’s current culture(s) define and use art.</li> <li>d. Reflects upon personal answers to aesthetic questions, such as: What is art? What are the roles of sculpture in today’s world?</li> <li>e. Formulates and supports a position regarding the aesthetic value of a specific artwork and changes or defends that position after considering the views of others and/or additional research.</li> </ul>	<p><b>VAHSSC.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p> <ul style="list-style-type: none"> <li>a. Create sculptural works based on interpretations of historic and contemporary forms, artists, and cultures.</li> <li>b. Consider multiple compositional options and make appropriate changes to sculptural works of art for desired outcomes.</li> <li>c. Reflect, modify, and adapt sculptural work as a response to design challenges and critiques.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compares and contrasts the influences on the bodies of works of a wide range of contemporary and past artists.</li> <li>b. Identifies values and practices in his or her community culture and world that inform his or her own art making.</li> <li>c. Reflects on how personal experience in community, culture, and world informs an artist’s work.</li> <li>d. Identifies the values and contributions of diverse peers, cultures and communities</li> </ul>	<p><b>VAHSSC.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compare and contrast the influences of sculptural works of art from a wide range of contemporary and past artists.</li> <li>b. Identify the values and contributions of diverse peers, cultures, and communities.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.</b></p> <ul style="list-style-type: none"> <li>a. Traces major periods of art through sculpture and identifies how artists of each period were influenced by society.</li> <li>b. Identifies universal themes that appear in sculpture throughout time and discusses how those themes connect to the human condition.</li> <li>c. Identifies how the issues of time, place, and culture are reflected in selected art works.</li> <li>d. Analyzes the relationship of decorative and functional qualities in sculptures from diverse cultures.</li> <li>e. Discusses and experiences the way in which knowledge of the original context of sculpture affects one’s appreciation and personal connection with the work.</li> <li>f. Expresses in written oral form sculptures role as a visual record keeper (primary source) of cultural, political, scientific, and religious history.</li> </ul>	<p><b>VAHSSC.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of sculpture in context to historical events.</li> <li>b. Examine universal themes that appear in sculpture throughout various times and cultures.</li> <li>c. Analyze the way in which personal experiences affect understanding and appreciation of sculpture.</li> <li>d. Investigate the role of sculpture as a visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines such as chemistry, physics, math, and history that inform the planning and execution of sculpture.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.</b></p> <ul style="list-style-type: none"> <li>a. Recognizes, compares, and contrasts sculptures, artists, and sculptural styles from varied cultures and eras.</li> <li>b. Demonstrates an understanding of art history and investigates how it shapes contemporary life.</li> <li>c. Creates art work that explores ideas, issues, and events from current and past cultures.</li> <li>d. Relates own sculptures to works by master artists</li> </ul>	<p><b>VAHSSC.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCPR.1 Incorporates elements and principles of design to solve specific three dimensional art problems, to create unified compositions, and to communicate meaning, culminating in a finished work of art.</b></p> <ul style="list-style-type: none"> <li>a. Uses thumbnail sketches, viewfinder drawings and visual/verbal notes to develop concept, composition, and plans for sculpture.</li> <li>b. Develops a maquette, making aesthetic choices in material, composition, and surface in preparation for a final sculpture.</li> <li>c. Discusses and applies principles of design to organize elements to communicate meaning and unify composition, includes concepts, such as interaction of positive and negative space, actual and implied weight, paths of movement, non-centered focal point, dominance and subordination of design elements, variety within repetition, closed and open form, and impact of mass on meaning.</li> <li>d. Plans sculpture for specific sites and demonstrates an understanding of interaction between the environment and the work.</li> <li>e. Applies compositional principles to create successful representational and nonobjective art work.</li> </ul>	<p><b>VAHSSC.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Apply compositional principles to create representational and non-objective sculptural works.</li> <li>b. Apply understanding of aesthetic theories in order to communicate meaning in representational and non-objective sculptural works (e.g. realism, emotionalism, formalism).</li> <li>c. Demonstrate successful application of formal qualities (elements and principles) in the production of sculptural works.</li> </ul>

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<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>

**VAHSSCPR.2 Engages in an array of sculpture processes, techniques, and aesthetic stances.**

- a. Uses contour, gesture, and value in drawing for various purposes: to portray animate/inanimate subjects, show mass and movement, create spontaneous sketches, record ideas, and plan sculptures.
- b. Creates sculpture to serve a specific function, such as expressive, utilitarian, and social.
- c. Applies aesthetic approaches, such as formalism, emotionalism, and realism, to the creation of sculpture from direct observation.
- d. Creates sculpture from various traditional and contemporary media (e.g., clay, metal, stone, plaster, glass, fiber, video)
- e. Uses and demonstrates knowledge of traditional and contemporary methods for building sculpture such as additive, subtractive, modeling, casting, and assemblage.
- f. Incorporates a variety of techniques in surface quality and texture derived from a variety of sources (e.g., drawing techniques, nature, tool marks, inclusions).
- g. Selects sculpture media, techniques and surfaces to evoke specific effect, mood, or concept.
- h. Reinterprets perspective approaches from two-dimensional media to three dimensional relief sculpture (e.g., aerial, one-point, two-point, relative scale, overlapping) to create a variety of spatial effects from flat and shallow to deep space.

**VAHSSC.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.**

- a. Create sculptural works of art using an array of processes (e.g. additive, subtractive, modeling, casting, installation, earthworks, monumental, site specific).
- b. Incorporate varied sculptural media (e.g. paper, wood, stone, wax, metals, ceramics, plaster, found objects, fiber, concrete, resins, naturally occurring materials, interiors, exteriors).
- c. Utilize varied technology (e.g. machinery, power tools, hand tools, welding equipment, three-dimensional printing).

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<ul style="list-style-type: none"><li>i. Uses visual sighting approaches and knowledge of proportion, scale, volume, weight, and physics to observe and accurately record a sculptural subject.</li><li>j. Manipulates a variety of observation tools to adjust or distort proportion, scale, volume, weight, and physics (e.g., vertical or horizontal elongation or foreshortening; change in size-relationship; rearrangement of parts to the whole) in the development of an abstract approach to sculpture.</li></ul>	
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<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCPR.3 Develops complex artwork using a variety of media and technology.</b></p> <ul style="list-style-type: none"> <li>a. Experiments with a variety of three-dimensional media exploring traditional and contemporary artists' views.</li> <li>b. Develops beginning level mastery of traditional media including, but not limited to clay, fibers, glass, metals and plaster.</li> <li>c. Explores traditional and mixed-media through contemporary artistic perspectives (e.g., digital media, video/performance, installation, and environmental art).</li> <li>d. Practices studio safety and correct care in the operation of tools and equipment.</li> <li>e. Adds preparatory drawings and digital images of sculpture studies developed in this course to portfolio begun in level one art.</li> </ul>	<p><b>Reorganized/combined into.VAHSSC.CR.3</b></p>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCPR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning</b></p> <ul style="list-style-type: none"> <li>a. Self assesses and writes reflections on work, aesthetic ideas, idea generation, and skills progress.</li> <li>b. Analyzes and critiques works of art – personal, peers, and professional.</li> <li>c. Makes visual /verbal connections.</li> <li>d. Practices direct observation and reactions in words, images, and symbols.</li> <li>e. Records artistic research.</li> <li>f. Collects, develops, and preserves personal ideas and thoughts.</li> <li>g. Records inspirational images, words, thoughts, and ideas.</li> <li>h. Maintains notes and class information.</li> <li>i. Plans artwork.</li> <li>j. Practices technique.</li> <li>k. Experiments with media and technique - uses as a process journal.</li> <li>l. Identifies emerging personal, artistic voice.</li> </ul>	<p><b>VAHSSC.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Make visual and verbal connections through recording artistic research, planning, and reflection.</li> <li>b. Evaluate choice of media, technique, and process as a means to edit, revise, and modify sculpture.</li> <li>c. Maintain notes and class information.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCPR5 Plans and presents appropriate exhibit of own artwork.</b></p> <ul style="list-style-type: none"> <li>a. Exhibits artwork with a written supporting statement that communicates purpose and/or intent.</li> <li>b. Prepares own artwork to be exhibited in the classroom and school community.</li> </ul>	<p><b>VAHSSC.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <ul style="list-style-type: none"> <li>a. Exhibit sculpture with a written supporting statement that communicates context and/or intent of the work or presentation.</li> <li>b. Prepare personal sculptural work to be exhibited inside and outside of the classroom.</li> <li>c. Analyze how the context and environment in which sculptural works are presented affects viewer perception.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCAR1 Produces written and oral critiques of own sculptural artwork.</b></p> <ul style="list-style-type: none"> <li>a. Reflects on the artistic process (through journal-keeping and dialogic thought).</li> <li>b. Self evaluates personal work from multiple positions – high standards of craftsmanship and skill mastery, achievement of intent of the work, communication of meaning, technical aspects, personal response to the artistic problem, and personal best in work process.</li> <li>c. Reviews portfolio to identify growth over time, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, effective communication of thought and idea, generation of new ideas from existing body of work, evidence of risk-taking, problem-solving, and emergence of artistic voice.</li> </ul>	<p><b>VAHSSC.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Formulate written and/or oral response to works of art through various approaches.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCAR.2 Critiques sculptures of others individually and in group settings.</b></p> <ul style="list-style-type: none"> <li>a. Provides respectful and constructive criticism to peers in formal class critiques.</li> <li>b. Provides informal feedback to peers on work in process as part of a community of learners.</li> <li>c. Analyzes specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.</li> <li>d. Revises artwork based on input from the critique process.</li> </ul>	<p><b>VAHSSC.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Reflect upon process, craftsmanship, content, and composition of sculptural works of art.</li> <li>b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.</li> </ul>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCAR.3 Develops multiple strategies for responding to and reflecting on artworks.</b></p> <ul style="list-style-type: none"> <li>a. Employs specific art vocabulary, accurately and routinely, to critique sculpture in discussion and writing.</li> <li>b. Identifies and employs diverse criteria for evaluating artistic merit.</li> <li>c. Discusses the connection between sculptor’s intent and viewer’s interpretation and how active participation by the viewer creates a personal connection with the artwork.</li> <li>d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works.</li> <li>e. Uses a range of art criticism approaches, such as Visual Thinking Skills and Feldman’s Art Criticism process, to understand and make a personal connection to sculptural works of art.</li> <li>f. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.</li> </ul>	<p><b>Reorganized/combined into.VAHSSC.RE.1</b></p>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCC.1 Applies information from other disciplines to enhance the understanding and production of sculptural art forms.</b></p> <ul style="list-style-type: none"> <li>a. Uses inspiration from other disciplines to influence idea development in sculpture.</li> <li>b. Identifies specific knowledge and skills from other disciplines that inform the planning and execution of sculpture (chemistry, physics, and history).</li> <li>c. Understands how knowledge of the artifacts of sculpture enriches and enhances</li> <li>d. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.</li> <li>e. Develops the ability to integrate visual and verbal skills to communicate clearly and eloquently.</li> </ul>	<p><b>Reorganized/combined into.VAHSSC.CN.2</b></p>

<b>Sculpture</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSSCC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Directs own learning.</li> <li>c. Guides and leads others.</li> <li>d. Works in diverse teams.</li> <li>e. Adapts to change.</li> <li>f. Uses current technology as a tool.</li> <li>g. Recognizes that sculpture uses a problem-solving process that translates to real life skills: idea generation, elaborating and refining idea, execution of idea, interim evaluation, refining product until goal is reached, and evaluation of final solution.</li> </ul>	<p><b>VAHSSC.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> <li>c. Draw inspiration for works of art from the world and resources outside the traditional classroom.</li> </ul>
<p><b>VAHSSCC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Accesses resources, such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world.</li> <li>b. Identifies various art related careers and post-secondary options.</li> <li>c. Draws inspiration for artwork from the world and resources outside the traditional classroom.</li> </ul>	<p><b>Reorganized/combined into VAHSSC.CN.3</b></p>

<b>Video &amp; Filmmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 1:</b> Evaluates, based on predetermined criteria, own progress on skills, and written and art production goals.</p>	<p><b>VAHSV.F.CR.1 Engage in the creative process, culminating in the development of films.</b></p> <ul style="list-style-type: none"> <li>a. Consider multiple options through a study of various films from different cultures.</li> <li>b. Develop an understanding of genre and how to reflect this within filmmaking.</li> </ul>
<p><b>Standard 2:</b> Develops ideas, plans, and produces video/film art within the constraints of selected problems with emphasis on particular elements of art and principles of design, emphasis on a particular function, and emphasis on a particular idea, concept, or emotion.</p>	<p><b>VAHSV.F.CR.2 Incorporate the formal components of filmmaking to plan and develop films.</b></p> <ul style="list-style-type: none"> <li>a. Study and utilize the screenwriting process to create a cohesive story for the filmmaking process.</li> <li>b. Study and utilize storyboarding to generate ideas for the filmmaking process.</li> <li>c. Study and utilize the process of creating shooting schedules to plan the filmmaking process.</li> </ul>
<p><b>Standard 3:</b> Produces video/film that imitate the real world (Realism), are concerned with design and composition (Formalism), and express a feeling or emotion (Expressionism/Emotionalism).</p>	<p><b>VAHSV.F.PR.1 Unify multiple filmmaking roles to create a cohesive film production.</b></p>
<p><b>Standard 4:</b> Explores and uses various types of animation.</p>	<p><b>Deleted</b></p>
<p><b>Standard 5:</b> Demonstrates proper use and care of equipment and materials.</p>	<p><b>Deleted</b></p>

<b>Video &amp; Filmmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<p><b>Standard 6:</b> Uses appropriate computer software and hardware to develop ideas, sketches, and story boards for video/film art.</p>	<p><b>VAHSV.F.CR.3 Choose from a range of media, employing traditional and contemporary methods, in order to refine the filmmaking process.</b></p> <ul style="list-style-type: none"> <li>a. Utilize contemporary and historical methods of sound design.</li> <li>b. Use a variety of media to refine the editing process.</li> </ul>
<p><b>Standard 7:</b> Produces video/film art which is based on concepts and ideas from other disciplines, such as language arts, social studies, science, and other arts.</p>	<p><b>Deleted</b></p>
<p><b>Standard 8:</b> Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation and production of video/film art. Discusses their transfer to life and work situations.</p>	<p><b>VAHSV.F.CN.1 Relate the context of time, society, history, and culture to film studies and deepen the understanding of the role of film within various cultures from both past and contemporary societies.</b></p>
<p><b>Standard 9:</b> Recognizes the role of video technology in video technology careers; the importance of visual imagery technology in the video industry; and the increasing demand for multiple art skills, technology skills, and complex thinking skills in career opportunities.</p>	<p><b>VAHSV.F.RE.1 Analyze, select, and interpret film studies based on historical and contemporary films.</b></p>
<p><b>Standard 10:</b> Identifies how video and film are used in many facets of society from fine art to mass media.</p>	<p><b>VAHSV.F.RE.2 Interpret the intent of filmmakers from a variety of historical, societal, and cultural contexts.</b></p>

<b>Video &amp; Filmmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 11:</b> Identifies how the artists' choices in technique and style interrelate to produce an intended expression in video and film.	<b>VAHSV.F.RE.3 Apply formal criticism to exemplary films using filmmaking vocabulary.</b>
<b>Standard 12:</b> Critiques video and film using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.	<b>Reorganized/combined into VAHSV.F.RE.3</b>
<b>Standard 13:</b> Explains additive color (light) and subtractive color (pigment, ink, and dye).	<b>Deleted</b>
<b>Standard 14:</b> Explains the function of moving images (video and film) as art tools and compares their use to traditional art media.	<b>Reorganized/combined into VAHSV.F.CN.1</b>
<b>Standard 15:</b> Compares and contrasts video and film artists' use of the elements of art and principles of design, or combinations of both, to communicate ideas or expressive content.	<b>Reorganized/combined into VAHSV.F.RE.3</b>
<b>Standard 16:</b> Recognizes the role of video as an art form versus a personal record of one's life.	<b>Reorganized/combined into VAHSV.F.CN.1</b>
<b>Standard 17:</b> Develops a degree of expertise in learning to make informed aesthetic responses by relating own video/film art to work by major 20th-century video artists.	<b>VAHSV.F.CN.2 Relate personal experiences to historical and contemporary film research to create more complex film productions.</b>
<b>Standard 18:</b> Describes examples of current trends in video and film.	<b>Reorganized/combined into VAHSV.F.RE.1</b>

<b>Video &amp; Filmmaking</b>	
<b>Current QCC</b>	<b>GSE</b>
<b>Standard 19:</b> Researches and discusses important turning points, artistically and technologically, in the evolution of video and film art.	<b>Reorganized/combined into VAHSVF.RE.2</b>
<b>Standard 20:</b> Researches and writes about selected video/film artists and artworks. Demonstrates knowledge of their cultural significance, stylistic qualities, and historic influences. Uses computer and traditional print resources.	<b>Reorganized/combined into VAHSVF.CN.1</b>
<b>Standard 21:</b> Compares and contrasts major styles of videos/films and their distinguishing characteristics.	<b>Reorganized/combined into VAHSVF.RE.1</b>
<b>Standard 22:</b> Identifies and discusses selected artists who have significantly contributed to the development of video and film art and evaluates the influence of historical, social, and political factors on their work.	<b>Reorganized/combined into VAHSVF.RE.2</b>
<b>New Standard</b>	<b>VAHSVF.PR.2 Develop and refine various filmmaking skills such as cinematography, producing, and editing while using a variety of media.</b>
<b>New Standard</b>	<b>VAHSVF.PR. 3 Curate, design, and promote a filmmaking production.</b>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.</b></p> <ul style="list-style-type: none"> <li>a. Identifies artistic styles of a range of contemporary and past artists.</li> <li>b. Recognizes personal motivations and interests.</li> <li>c. Identifies a personal viewpoint.</li> <li>d. Selects self-assessment standards.</li> <li>e. Identifies themes and interests to which they are drawn.</li> <li>f. Identifies preferred materials and working methods</li> </ul>	<p><b>VAHSVA.CR.1 Visualize and generate ideas for creating works of art.</b></p> <ul style="list-style-type: none"> <li>a. Generate and conceptualize artistic ideas and work.</li> <li>b. Consider multiple options, weighing consequences, and assessing results.</li> <li>c. Practice the artistic process by researching, brainstorming, and planning to create works of art.</li> </ul>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.</b></p> <ul style="list-style-type: none"> <li>a. Uses sketchbook journal to research and experiment with artistic conventions to communicate ideas.</li> <li>b. Generates more than one solution to a single artistic problem and assesses merits of each.</li> <li>c. Analyzes, in both written and oral form, the implications of artistic decisions.</li> <li>d. Solves artistic problems through discussion and interaction with peers.</li> <li>e. Supports peers through informal, on-going critique of works in-progress.</li> <li>f. Recognizes and develops art making as a risk-taking process that incorporates existing</li> <li>g. knowledge, brainstorming, planning, and discovery of unexpected connections</li> </ul>	<p><b>Reorganized/combined into VAHSVA.CR.1</b></p>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.</b></p> <ul style="list-style-type: none"> <li>a. Discusses aesthetic issues, such as what is beauty? What affects my personal aesthetic? Writes, reflects, and revises throughout the course a personal answer to the question, what is art?</li> <li>b. Identifies the ideas and values reflected in the art of past and present cultures.</li> <li>c. Explores ideas and values reflected in the way the student’s current culture(s) define and use art.</li> <li>d. Researches and analyzes the work of an artist and writes about how the artist’s style contributes to the meaning of the work.</li> </ul>	<p><b>Reorganized/combined into VAHSVA.CR.1</b></p>
<p><b>VAHSVAMC.4 Analyzes the origins of one’s own ideas in relation to community, culture, and the world.</b></p> <ul style="list-style-type: none"> <li>a. Compares and contrasts the works of a wide range of contemporary and past artists.</li> <li>b. Identifies values and practices in his or her community culture and world that inform art.</li> <li>c. Reflects on how his or her personal experience in community, culture, and the world inform his or her work.</li> <li>d. Identifies the values and contributions of diverse peers, cultures, and communities.</li> </ul>	<p><b>VAHSVA.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</b></p>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.</b></p> <ul style="list-style-type: none"> <li>a. Identifies how the issues of time, place, and culture are reflected in selected art works.</li> <li>b. Discusses how understanding the original context of an artwork affects a viewer’s connection with and interpretation of the artwork.</li> <li>c. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.</li> <li>d. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty’s sake, and marketing / advertising).</li> <li>e. Supports, with examples from history, the assertion that humanity has an innate need to create or make their world a more beautiful place.</li> <li>f. Compares and contrasts works from theories of art: Formalism (Structuralism), Imitationalism (Realism), Emotionalism (Expressionism), and Functionalism (Utilitarian).</li> <li>g. Discusses the role of art in at least two historical cultures; compares and contrasts to art today.</li> <li>h. Discusses the role of art and artifacts as a visual record of humankind’s history and a vehicle for gaining understanding of another culture.</li> </ul>	<p><b>Reorganized/combined into VAHSVA.CR.5</b></p>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.</b></p> <ul style="list-style-type: none"> <li>a. Develops a repertoire of contemporary and historical art exemplars.</li> <li>b. Creates art work that explores ideas, issues, and events from current and past cultures.</li> </ul>	<p><b>Reorganized/combined into VAHSVA.CR.1</b></p>
<p><b>VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.</b></p> <ul style="list-style-type: none"> <li>a. Uses a viewfinder to develop compositions.</li> <li>b. Uses principles of design to organize elements to communicate meaning and unified compositions concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.</li> <li>c. Uses thumbnail sketches and visual/verbal notes to plan compositions.</li> <li>d. Discusses and applies concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, and variety within repetition.</li> </ul>	<p><b>VAHSVA.CR.4 Incorporate formal and informal components to create works of art.</b></p> <ul style="list-style-type: none"> <li>a. Use principles of design to organize elements of art to create unified compositions.</li> <li>b. Create two-dimensional works of art that incorporate observational contour drawing, value to model form, and an understanding of perspective drawing.</li> <li>c. Learn fundamental color theory and the organization of color schemes to create works of art that demonstrate how to create meaning through color.</li> <li>d. Create three-dimensional works of art that incorporate a variety of sculptural methods/materials and demonstrate an understanding of relief sculpture and sculpture in the round from a variety of materials (e.g. clay, paper, plaster, wood).</li> </ul>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.</b></p> <ul style="list-style-type: none"> <li>a. Creates contour drawings from observation.</li> <li>b. Uses value to model geometric forms with rendering, hatching/cross-hatching.</li> <li>c. Combines contour and value in drawing from direct observation.</li> <li>d. Uses one- and two-point perspective to draw cubes, rectangles, and related objects from observation and analyzes use of one and two-point perspective in famous artwork (landscape, interiors, and still-life).</li> <li>e. Uses gesture drawing to portray animate / inanimate subjects and to show mass and movement, quick sketches, and expressive mark-making.</li> <li>f. Uses mark-making in a conscious way in drawing</li> </ul>	<p><b>VAHSVA.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</li> <li>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</li> <li>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</li> </ul>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.</b></p> <ul style="list-style-type: none"> <li>a. Applies color theory (hue, value, intensity) and color schemes (monochromatic, analogous, complementary, split-complementary, and triadic) to express emotion and create unity.</li> <li>b. Reviews primary, secondary, and tertiary hues.</li> <li>c. Uses color relationships such as monochromatic, warm/cool, complementary, analogous, and spilt-complementary to achieve visual unity and/or intent of work.</li> <li>d. Demonstrates understanding of the dark/light value quality of specific colors.</li> <li>e. Demonstrates understanding of the intensity of color.</li> <li>f. Lightens and darkens color with tints/shades.</li> <li>g. Understands and applies warm/cool versions of the same hue.</li> <li>h. Understands and applies impact of juxtaposing various colors.</li> <li>i. Uses mark-making in a conscious way in painting.</li> <li>j. Analyzes how color communicates meaning in personal and famous artwork.</li> </ul>	<p><b>Reorganized/combined into VAHSVA.CR.3 and VAHSVA.CR.4</b></p>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAPR.4 Understands and applies media, techniques, and processes in three-dimensional art.</b></p> <ul style="list-style-type: none"> <li>a. Translates 2-D sketches into 3-D form.</li> <li>b. Communicates meaning in 3-D media.</li> <li>c. Compares and contrasts sculpture-in-the-round, high relief, bas relief, and additive and subtractive processes.</li> <li>d. Understands and practices safe handling of art media and tools</li> </ul>	<p><b>Reorganized/combined into VAHSVA.CR.3 and VAHSVA.CR.4</b></p>
<p><b>VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.</b></p> <ul style="list-style-type: none"> <li>a. Keeps a visual/verbal journal.</li> <li>b. Brainstorms multiple solutions before beginning artwork.</li> <li>c. Creates sketches/artwork from formalist, emotionalist, and realist approaches.</li> <li>d. Uses symbolic representation in work.</li> <li>e. Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.</li> <li>f. Explores digital media as a tool for art production.</li> <li>g. Uses concepts / ideas from other disciplines as inspiration for artwork.</li> <li>h. Demonstrates proper care and safe use of tools and materials.</li> </ul>	<p><b>VAHSVA.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.</b></p>

<b>Visual Art Comprehensive</b>	
<b>Current GPS</b>	<b>GSE</b>
<p><b>VAHSVAPR.6 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.</b></p> <ul style="list-style-type: none"> <li>a. Creates sketches/artwork from formalist, emotionalist, and realist approaches.</li> <li>b. Writes reflections on work, idea generation, and skills progress.</li> <li>c. Analyzes and critiques works of art – personal, peers, and professional.</li> <li>d. Makes visual/verbal connections.</li> <li>e. Practices direct observation and reactions in words, images, and symbols.</li> <li>f. Records artistic research.</li> <li>g. Collects, develops, and preserves personal ideas and thoughts.</li> <li>h. Records inspirational images, words, thoughts, and ideas.</li> <li>i. Maintains notes and class information.</li> <li>j. Plans artwork.</li> <li>k. Practices technique.</li> <li>l. Experiments with media, technique, and color - uses as a process journal.</li> <li>m. Identifies emerging personal, artistic voice</li> </ul>	<p><b>VAHSVACR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b></p> <ul style="list-style-type: none"> <li>a. Make visual/verbal connections through recording artistic research, planning, and reflection.</li> <li>b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify works of art.</li> <li>c. Maintain notes and class information.</li> </ul>

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<p><b>VAHSVAPR.7 Develops a portfolio of artwork for the course.</b></p> <p>a. Self-evaluates progress and completes work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.</p>	<p><b>VAHSVA.PR.1 Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.</b></p> <p>a. Exhibit works of art with a written supporting artist statement that communicates purpose and/or intent.</p>
<p><b>VAHSVAPR.8 Plans and presents appropriate exhibition of own artwork.</b></p> <p>a. Observes the preparation of art for the purpose of displaying own work.</p> <p>b. Prepares own artwork to be exhibited in the classroom and school community.</p>	<p><b>Reorganized/combined into VAHSVA.PR.1</b></p>

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<p><b>VAHSVAAR.1 Makes written and oral critiques of own works of art.</b></p> <ul style="list-style-type: none"> <li>a. Reflects on the artistic process (through journal-keeping, reflective writing, and discussion).</li> <li>b. Reviews portfolio to identify growth over the course of the class, mastery of skills and techniques, strongest works and what makes them strong, areas needing improvement, and effective communication of thoughts and ideas.</li> <li>c. Self-evaluates in progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.</li> <li>d. Sets high standards for craftsmanship and skill mastery in own artwork.</li> <li>e. Revises artwork based on input from the critique process.</li> </ul>	<p><b>VAHSVA.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.</b></p> <ul style="list-style-type: none"> <li>a. Self-evaluate in-progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.</li> <li>b. Develop skills and provide respectful and constructive criticism to peers as part of a community of learners.</li> <li>c. Develop a repertoire of contemporary and historical art exemplars through art criticism.</li> </ul>

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<p><b>VAHSVAAR.2 Critiques artwork of others individually and in group settings.</b></p> <ul style="list-style-type: none"> <li>a. Provides respectful and constructive criticism to peers in formal class critiques.</li> <li>b. Develops skills to provide informal feedback to peers on work in process as part of a community of learners.</li> <li>c. Uses established criteria to analyze specific strengths and weaknesses of art works based on the ways technique and composition are used to convey meaning.</li> <li>d. Analyzes how formal qualities (elements/principles) are used to communicate meaning.</li> <li>e. Discusses the connection between intent and viewer’s interpretation— active participation by viewer to bring personal experience to the interpretation.</li> <li>f. Discusses content in artwork and how it is communicated; —reads artwork and shares interpretations and personal responses to representational, abstract and non-objective artwork.</li> <li>g. Verbalizes personal reactions to artwork; develops descriptive vocabulary including adjectives, analogies, and metaphors.</li> </ul>	<p><b>VAHSVA.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.</b></p> <ul style="list-style-type: none"> <li>a. Create a written response to works of art through various approaches.</li> </ul>

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<p><b>VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.</b></p> <ul style="list-style-type: none"> <li>a. Employs specific art vocabulary, accurately and routinely, to critique art in discussion and writing.</li> <li>b. Evaluates artwork using diverse criteria.</li> <li>c. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, processes, and intentions of those who created the works, such as using —Visual Thinking Skills<sup>1</sup> or Feldman’s Art Criticism process.</li> <li>d. Uses a variety of approaches, in his or her visual journal, to explore and find personal connections to artworks.</li> </ul>	<p><b>Reorganized/combined into VAHSVA.RE.2</b></p>

<b>Visual Art Comprehensive</b>	
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<p><b>VAHSVAC.1 Applies information from other disciplines to enhance the understanding and production of artworks.</b></p> <ul style="list-style-type: none"> <li>a. Uses inspiration from other disciplines to influence idea development in art.</li> <li>b. Understands how knowledge of art enriches and enhances learning in other core disciplines.</li> <li>c. Makes interdisciplinary connections, applying art skills, knowledge, and habits of mind to improve understanding in other disciplines.</li> <li>d. Develops the ability to integrate visual and verbal skills to communicate.</li> <li>e. Identifies visual choices as a part of life.</li> <li>f. Describes and discusses the importance of aesthetic experiences in daily life.</li> </ul>	<p><b>VAHSVA.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</b></p> <p><b>VAHSVA.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b></p> <ul style="list-style-type: none"> <li>a. Discuss the intent of works of art in context to historical events.</li> <li>b. Examine universal themes that appear in works of art throughout various times and cultures.</li> <li>c. Analyze the ways in which personal experience affects the understanding and appreciation of works of art.</li> <li>d. Investigate the role of works of art as visual record keeper.</li> <li>e. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</li> </ul>

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<p><b>VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.</b></p> <ul style="list-style-type: none"> <li>a. Manages goals and time.</li> <li>b. Directs own learning.</li> <li>c. Guides and leads others.</li> <li>d. Works in diverse teams.</li> <li>e. Adapts to change.</li> <li>f. Uses current technology as a tool</li> </ul>	<p><b>VAHSVA.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</b></p> <ul style="list-style-type: none"> <li>a. Collaborate in large and small groups with peers and community to examine, discuss, and plan projects.</li> <li>b. Use creativity and imagination in planning and development of products.</li> <li>c. Use critical thinking and problem solving strategies to conceive of and develop ideas.</li> <li>d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.</li> </ul>

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<p><b>VAHSVAC.3 Utilizes a variety of resources to see how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Discusses how study in art benefits one’s future as an avocation (making, collecting, volunteering); in art-related careers; and in non-art careers and life skills (application of higher order thinking skills valued by business such as tolerance for ambiguity, judgment in the absence of explicit rules, finding structure in apparent disorder, etc.).</li> <li>b. Accesses resources such as museums, Internet, visiting artists, galleries, community arts organizations, and visual culture to research art in the world around them.</li> <li>c. Identifies various art related careers and post-secondary options.</li> <li>d. Draws inspiration for artwork from the world and resources outside the traditional classroom</li> </ul>	<p><b>VAHSVA.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.</b></p> <ul style="list-style-type: none"> <li>a. Access resources to research art (e.g. museums, internet, visiting artists, galleries, community arts organizations, visual culture).</li> <li>b. Identify various art related careers and post-secondary options.</li> <li>c. Draw inspiration for works of art from the world and resources outside the traditional classroom.</li> </ul>