

**1ST YEAR HIGH SCHOOL
VISUAL ARTS CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptor**

PRINCIPLES OF VISUAL ART

- _____ Analyze the relationship among elements, principles, and expressive qualities in a 2-D or 3-D work.
- _____ Identify the aesthetic criteria for evaluating an art work (e.g., value, function, purpose, context, appropriateness, creativity/uniqueness).
- _____ Express a judgment of a work of art based on description, analysis, and interpretation.

CONNECTIONS TO THE ARTS

- _____ Analyze the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.
- _____ Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms.
- _____ Select works from each art form that share similar theme/subject matter and justify selection.

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Demonstrate an understanding of the limitations and potential of media, tools, processes, and technology.
- _____ Evaluate the effect of changing technologies on the visual arts.
- _____ Analyze the relationship among the tools, media, technology, and processes.
- _____ Discuss and evaluate an artist's ability to convey meaning based on the selection of materials and tools.
- _____ Debate the choice of techniques used to convey meaning in an art work of self and others.

CREATION AND PERFORMANCE

- _____ Construct a plan for a work of art based on gathering information, making adjustments, evaluating the image in terms of criteria, and correlating intent and solution.
- _____ Create art works in a variety of materials, techniques and styles.
- _____ Create art works in a variety of styles.
- _____ Create art works based on planning, research, and problem solving.

HISTORY, SOCIETY OF THE ARTS

- _____ Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, entertainment, historical record, jobs).
- _____ Analyze how the arts inform and persuade through movement, sound, and image.
- _____ Examine the purposes and effects of various media (e.g., film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.
- _____ Justify an opinion about the purposes and effects of various media in terms of informing and persuading the public.
- _____ Classify selected works of art by style, periods, or cultures (e.g., Classical, Renaissance, Romanticism, Pan-Asian, Native American).
- _____ Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.
- _____ Trace how artistic styles have changed in response to cultural, historical, and technological events (e.g., inventions, transportation, economics, wars).
- _____ Connect the artists/works with the trends and/or influences of others (e.g. Picasso's "Guernica"; Stravinsky's "Firebird", Rodgers & Hammerstein's Oklahoma).