



Ohio's Learning Standards

# Fine Arts: Visual Arts

January 2022

## Introduction to Ohio's Learning Standards for Fine Arts: Visual Arts

### RATIONALE

The purpose of Ohio's Learning Standards for Fine Arts: Visual Arts is to provide a framework for visual art curriculum development that lays a foundation for the lifelong learning and understanding of visual art. Through discovery, inquiry, analysis and application, the standards promote:

- Critical thinking, personal expression and creativity;
- Collaboration and communication skills;
- Interdisciplinary connections;
- The use of technology as a tool for artistic expression;
- Appreciation for diversity;
- Understanding the value and role of visual art in society.

### GUIDING PRINCIPLES

A high-quality visual art education provides a unique set of learning experiences for students. The following illustrates the guiding principles of a visual art curriculum.

Students need to:

- Exercise and develop creativity as an essential intellectual activity;
- Create and collaborate with peers to develop social-emotional, leadership and team-building skills;

- Engage with visual art in a thoughtful, knowledgeable and ethically responsible way;
- Explore equity, diversity and inclusion, revealing common threads of human experience;
- Practice self-discipline, problem-solving and innovation skills through varied art experiences.

### THE 2022 VISUAL ART STANDARDS

The visual art standards emphasize the need for lifelong learning in visual art. The standards guide and inspire teachers to deliver high-quality instruction through the following processes:

- Creating;
- Performing;
- Responding;
- Connecting.

The new standards provide certified visual art educators with a framework that closely matches the unique goals of their discipline. The standards are sequential from kindergarten through high school, while being vertically and horizontally aligned.

Visual art teachers use a variety of approaches, philosophies and methods. Visual art can be taught effectively in a multitude of ways. The standards allow flexibility for teachers to determine how to deliver the content in ways that consider their students, communities and available resources.

## Ohio's Learning Standards for Fine Arts: Visual Arts

## KINDERGARTEN – GRADE 8

## ENDURING UNDERSTANDINGS

**Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.



GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>KINDERGARTEN</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CR</b> Explore environments and experiences to generate original artmaking ideas.</p> <p><b>K.2CR</b> Engage in self-directed play with various materials.</p> <p><b>K.3CR</b> Discover how the elements of art can be used in artmaking.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1PE</b> Demonstrate willingness to try new processes.</p> <p><b>K.2PE</b> Explore a variety of materials and tools to create works of art.</p> <p><b>K.3PE</b> Communicate an idea using the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1RE</b> Use visual art vocabulary to distinguish between art forms.</p> <p><b>K.2RE</b> Describe processes used to make art.</p> <p><b>K.3RE</b> Observe and describe works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>K.1CO</b> Connect ideas, stories and personal experiences to works of art.</p> <p><b>K.2CO</b> Consider and discuss why people create and enjoy works of art.</p> <p><b>K.3CO</b> Share personal responses to works of art and acknowledge the opinions of others.</p>
<b>GRADE 1</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CR</b> Differentiate between personal ideas and the ideas of others when developing artmaking concepts.</p> <p><b>1.2CR</b> Explore materials to devise imagery and symbols.</p> <p><b>1.3CR</b> Experiment with various elements of art to communicate meaning.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1PE</b> Develop independence during artmaking.</p> <p><b>1.2PE</b> Engage with materials and tools to develop artmaking skills.</p> <p><b>1.3PE</b> Convey ideas and emotions using the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1RE</b> Describe the meaning of symbols and images in works of art.</p> <p><b>1.2RE</b> Recognize and identify strengths in personal artwork.</p> <p><b>1.3RE</b> Explore and describe how works of art are produced.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>1.1CO</b> Use historical and cultural works of art to answer questions about daily life.</p> <p><b>1.2CO</b> Identify examples of art and artists in students' everyday lives.</p> <p><b>1.3CO</b> Communicate personal emotions and read emotional content in works of art.</p>
<b>GRADE 2</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CR</b> Generate artmaking ideas from multiple sources.</p> <p><b>2.2CR</b> Combine materials to explore personal artistic ideas.</p> <p><b>2.3CR</b> Investigate ways to organize elements of art to express meaning.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1PE</b> Show perseverance in the creative process.</p> <p><b>2.2PE</b> Apply increasing skill in the appropriate use of materials and tools.</p> <p><b>2.3PE</b> Produce works that intentionally incorporate the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1RE</b> Compare works of art using descriptive language.</p> <p><b>2.2RE</b> Use self-assessment strategies with current artworks to inform future artmaking.</p> <p><b>2.3RE</b> Share personal interpretations of works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>2.1CO</b> Recognize and discuss the different ways in which art communicates ideas and serves many purposes.</p> <p><b>2.2CO</b> Analyze how art, exhibited inside and outside of schools, contributes to communities.</p> <p><b>2.3CO</b> Respect and support peer ideas and creativity.</p>
<b>GRADE 3</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CR</b> Identify and choose between multiple sources in preparation for artmaking.</p> <p><b>3.2CR</b> Investigate artistic challenges using various materials and tools.</p> <p><b>3.3CR</b> Experiment with the elements of art to explore connections with the principles of design.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1PE</b> Demonstrate flexible thinking in revising personal works of art.</p> <p><b>3.2PE</b> Demonstrate expressive and purposeful use of materials and tools.</p> <p><b>3.3PE</b> Use principles of design to arrange the elements of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1RE</b> Compare and contrast personal interpretations of works of art with those of peers.</p> <p><b>3.2RE</b> Use feedback and self-assessment to improve the techniques utilized in personal artworks.</p> <p><b>3.3RE</b> Generate and defend established criteria for determining what is a work of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>3.1CO</b> Understand the context of a work of art has an effect on how it is perceived.</p> <p><b>3.2CO</b> Explain the reasons and value of documenting and preserving works of art.</p> <p><b>3.3CO</b> Consider the opinions of others when working toward a common goal in art.</p>
<b>GRADE 4</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CR</b> Discover and solve problems of personal relevance and interest when developing artmaking ideas.</p> <p><b>4.2CR</b> Select materials and processes to solve artistic problems.</p> <p><b>4.3CR</b> Consider the elements of art and principles of design to create visually effective compositions.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1PE</b> Engage and persist in artistic risk-taking.</p> <p><b>4.2PE</b> Select and vary materials, tools and processes to achieve innovative outcomes.</p> <p><b>4.3PE</b> Utilize innovative ways to apply the elements of art and principles of design.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1RE</b> Identify qualities that contribute to the design and meanings of works of art.</p> <p><b>4.2RE</b> Provide and receive constructive feedback for personal skill development.</p> <p><b>4.3RE</b> Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>4.1CO</b> Explore artists and works of art that impact the history and culture of Ohio.</p> <p><b>4.2CO</b> Explore universal themes expressed across arts disciplines.</p> <p><b>4.3CO</b> Demonstrate empathetic reactions in response to works of art.</p>

GRADE LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>GRADE 5</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CR</b> Experiment with various ideas to address contemporary issues.</p> <p><b>5.2CR</b> Utilize technology to investigate ideas and inform artmaking.</p> <p><b>5.3CR</b> Select and use the elements of art and principles of design to investigate interdisciplinary concepts.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1PE</b> Incorporate constructive feedback throughout the artmaking process.</p> <p><b>5.2PE</b> Develop technical skills to strengthen artmaking.</p> <p><b>5.3PE</b> Communicate an interdisciplinary concept using the elements of art and principles of design.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1RE</b> Use established criteria to assess works of art individually and collaboratively.</p> <p><b>5.2RE</b> Develop personal criteria to assess work and set goals for growth.</p> <p><b>5.3RE</b> Evaluate the relationship between works of art and human experiences.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>5.1CO</b> Investigate works of art and the social and cultural contexts that shaped their creation.</p> <p><b>5.2CO</b> Recognize that art is a tool for advocacy and change.</p> <p><b>5.3CO</b> Create works of art that evoke emotional responses for a desired outcome.</p>
<b>GRADE 6</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CR</b> Reference multiple sources for visual expression.</p> <p><b>6.2CR</b> Independently brainstorm and experiment with ideas.</p> <p><b>6.3CR</b> Synthesize the elements of art and principles of design to plan works of art.</p> <p><b>6.4CR</b> Recognize ethical uses of visual resources.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1PE</b> Compare and contrast various levels of artisanship.</p> <p><b>6.2PE</b> Identify technical skills that impact artmaking.</p> <p><b>6.3PE</b> Purposefully incorporate the elements of art and principles of design to construct works of art.</p> <p><b>6.4PE</b> Select artwork for exhibition based on established criteria.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1RE</b> Apply relevant vocabulary to define and describe works of art.</p> <p><b>6.2RE</b> Identify self-assessment criteria to inform goals within the artmaking process.</p> <p><b>6.3RE</b> Describe how elements of art and principles of design are used in art criticism.</p> <p><b>6.4RE</b> Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>6.1CO</b> Identify how art is used to inform or influence beliefs, values or behaviors of a community.</p> <p><b>6.2CO</b> Identify the importance of lifelong involvement and advocacy in visual arts.</p> <p><b>6.3CO</b> Use observations, life experiences and imagination for personal and creative expression.</p> <p><b>6.4CO</b> Define a variety of aesthetic stances.</p>
<b>GRADE 7</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CR</b> Explore influences on style and choice of subject matter.</p> <p><b>7.2CR</b> Investigate organizational strategies to develop original ideas.</p> <p><b>7.3CR</b> Practice visual fluency through the application of elements of art and principles of design.</p> <p><b>7.4CR</b> Analyze and apply ethics when interacting with visual resources.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1PE</b> Demonstrate persistence and artisanship during the artmaking process.</p> <p><b>7.2PE</b> Explore materials to design and create works of art.</p> <p><b>7.3PE</b> Demonstrate artistic style through the use of the elements of art and principles of design.</p> <p><b>7.4PE</b> Provide and receive feedback as part of exhibition practices.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1RE</b> Select relevant vocabulary to define and describe works of art.</p> <p><b>7.2RE</b> Design self-assessment techniques to inform goals within the artmaking process.</p> <p><b>7.3RE</b> Interpret art by analyzing the characteristics of its context and media.</p> <p><b>7.4RE</b> Connect various art forms to their social, cultural or historical purposes.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>7.1CO</b> Analyze how art reflects changing cultures over time.</p> <p><b>7.2CO</b> Investigate cultural institutions that support lifelong engagement with visual arts.</p> <p><b>7.3CO</b> Explore how personal experiences influence style and choice of subject matter.</p> <p><b>7.4CO</b> Begin to develop a personal aesthetic belief.</p>
<b>GRADE 8</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CR</b> Determine how the choice of media relates to the ideas and images in works of art.</p> <p><b>8.2CR</b> Brainstorm, refine and select solutions for original works of art.</p> <p><b>8.3CR</b> Demonstrate visual literacy through application of the elements of art and principles of design to communicate an idea.</p> <p><b>8.4CR</b> Determine what it means to ethically create and share works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1PE</b> Apply artisanship when preparing and presenting works of art.</p> <p><b>8.2PE</b> Independently select materials and techniques to create works of art.</p> <p><b>8.3PE</b> Make aesthetic decisions using the elements of art and principles of design.</p> <p><b>8.4PE</b> Collect personal works of art for a portfolio.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1RE</b> Build relevant vocabulary to describe and analyze works of art.</p> <p><b>8.2RE</b> Differentiate between established criteria and self-assessment throughout the learning process.</p> <p><b>8.3RE</b> Distinguish visual characteristics related to the meaning of works of art.</p> <p><b>8.4RE</b> Understand how cultural factors affect what contemporary artists create.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>8.1CO</b> Interpret how community context, beliefs and resources influence works of art.</p> <p><b>8.2CO</b> Research artistic professions of personal interest.</p> <p><b>8.3CO</b> Discover how cultural differences impact personal perceptions.</p> <p><b>8.4CO</b> Identify aesthetic choices within works of art.</p>

## HIGH SCHOOL

## ENDURING UNDERSTANDINGS

**Creating:** Artists use creative thinking and reasoning skills to perceive concepts and ideas to develop works.

**Performing:** Artists employ personal processes and skills to solve problems creatively and present work in various contexts.

**Responding:** Artists engage in analysis and interpretation to understand and evaluate artistic works.

**Connecting:** Artists understand and communicate the value of creative expressions in internal and external contexts.



ACHIEVEMENT LEVEL	CREATING (CR)	PERFORMING (PE)	RESPONDING (RE)	CONNECTING (CO)
<b>PROFICIENT</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1CR</b> Evaluate various sources for visual reference.</p> <p><b>HSP.2CR</b> Explore multiple solutions to artistic problems.</p> <p><b>HSP.3CR</b> Identify visual literacy strategies as a means to communicate concepts.</p> <p><b>HSP.4CR</b> Determine and apply what it means to create and share works of art ethically.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1PE</b> Determine appropriate levels of artisanship through persistence.</p> <p><b>HSP.2PE</b> Demonstrate increasing skill with materials and techniques.</p> <p><b>HSP.3PE</b> Integrate selected elements of art and principles of design to construct works of art.</p> <p><b>HSP.4PE</b> Select works of art for a foundational portfolio.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1RE</b> Increase relevant vocabulary to describe and analyze components related to visual art.</p> <p><b>HSP.2RE</b> Engage with self-assessment to manage, monitor and document learning in art.</p> <p><b>HSP.3RE</b> Utilize art criticism methods when responding to works of art.</p> <p><b>HSP.4RE</b> Identify the relationships between community or cultural values and trends in visual art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSP.1CO</b> Understand how works of art reflect distinct communities.</p> <p><b>HSP.2CO</b> Recognize contributions of the visual arts in everyday life.</p> <p><b>HSP.3CO</b> Examine personal and social contexts related to works of art.</p> <p><b>HSP.4CO</b> Examine various aesthetic theories and visual culture.</p>
<b>INTERMEDIATE</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSI.1CR</b> Develop a practice of engaging with sources for idea generation.</p> <p><b>HSI.2CR</b> Select the appropriate creative processes for potential solutions to artistic problems.</p> <p><b>HSI.3CR</b> Explore visual literacy strategies as a means to develop individual communication.</p> <p><b>HSI.4CR</b> Develop a practice of ethical use of visual resources.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSI.1PE</b> Refine levels of artisanship while modeling persistence.</p> <p><b>HSI.2PE</b> Apply and defend the selection of materials and techniques.</p> <p><b>HSI.3PE</b> Intentionally organize the elements of art and principles of design to construct works of art.</p> <p><b>HSI.4PE</b> Select, prepare and present works of art for a portfolio.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSI.1RE</b> Expand relevant vocabulary to analyze and interpret works of art.</p> <p><b>HSI.2RE</b> Apply self-assessment practices to revise and improve artworks and document learning.</p> <p><b>HSI.3RE</b> Develop art criticism methods when responding to artworks.</p> <p><b>HSI.4RE</b> Explain the relationship between cultures, communities and artists.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSI.1CO</b> Explore how works of art can impact issues relevant to various communities.</p> <p><b>HSI.2CO</b> Connect universal themes in the visual arts to personal life experiences.</p> <p><b>HSI.3CO</b> Investigate emotional experiences through personal and collaborative artistic processes.</p> <p><b>HSI.4CO</b> Compare aesthetic theory and visual culture to inform personal aesthetic development.</p>
<b>ACCOMPLISHED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1CR</b> Utilize sources to conceptualize a personally relevant idea.</p> <p><b>HSAC.2CR</b> Develop aesthetic and stylistic solutions to artistic problems through preparatory work.</p> <p><b>HSAC.3CR</b> Expand visual literacy strategies to express personal meaning.</p> <p><b>HSAC.4CR</b> Utilize practices that protect personal works of art from unethical use.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1PE</b> Demonstrate skilled artisanship through persistence.</p> <p><b>HSAC.2PE</b> Broaden the selection of materials and techniques while demonstrating technical skill.</p> <p><b>HSAC.3PE</b> Use selected elements of art and principles of design to inform personal style.</p> <p><b>HSAC.4PE</b> Determine criteria used in the personal selection of works of art for an accomplished portfolio.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1RE</b> Apply relevant vocabulary to interpret and evaluate works of art.</p> <p><b>HSAC.2RE</b> Refine self-assessment strategies to understand progress and prioritize steps for improvement.</p> <p><b>HSAC.3RE</b> Use art criticism methods independently when responding to works of art.</p> <p><b>HSAC.4RE</b> Analyze the work of individual artists and explain how they are influenced by cultural factors.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAC.1CO</b> Articulate evidence of how works of art impact communities.</p> <p><b>HSAC.2CO</b> Assess the impact of advocacy in the visual arts personally and professionally.</p> <p><b>HSAC.3CO</b> Analyze the personal impact of social and emotional art experiences.</p> <p><b>HSAC.4CO</b> Develop a personal philosophy of art based on aesthetic theory and understanding of visual culture.</p>
<b>ADVANCED</b>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1CR</b> Establish a central theme for a body of work.</p> <p><b>HSAD.2CR</b> Determine potential solutions for artistic problems with independence and purpose.</p> <p><b>HSAD.3CR</b> Fluently synthesize visual literacy strategies to communicate meaning.</p> <p><b>HSAD.4CR</b> Defend the ethical incorporation of visual resources in personal works of art.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1PE</b> Initiate sophisticated levels of artisanship through self-motivated persistence.</p> <p><b>HSAD.2PE</b> Justify the intentional selection of materials and techniques while exhibiting advanced technical skills.</p> <p><b>HSAD.3PE</b> Independently shape a body of work with selected elements of art and principles of design.</p> <p><b>HSAD.4PE</b> Justify the selection of individual pieces for a portfolio of cohesive work.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1RE</b> Utilize relevant vocabulary to interpret, evaluate and defend works of art.</p> <p><b>HSAD.2RE</b> Provide evidence of self-assessment throughout the production of artworks.</p> <p><b>HSAD.3RE</b> Develop a personal art criticism method to defend the merits of works of art.</p> <p><b>HSAD.4RE</b> Explain how individual artists impact cultural developments.</p>	<p><b>CONTENT STATEMENTS</b></p> <p><b>HSAD.1CO</b> Develop strategies for artmaking that impact communities.</p> <p><b>HSAD.2CO</b> Demonstrate personal strategies for lifelong involvement and advocacy in the visual arts.</p> <p><b>HSAD.3CO</b> Predict potential impact and responses to works of art based on contextual considerations.</p> <p><b>HSAD.4CO</b> Defend a personal philosophy of art based on aesthetic theory and visual culture.</p>