

# High School Visual Arts Standards: Respond

## Alaska Art Standards–Respond

Students will understand and evaluate how the arts convey meaning.

**Anchor Standard 7:** Recognize and analyze artistic work, including those from diverse cultural tradition.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

### Enduring Understanding:

- Engaging in and reflecting on art supports understanding and appreciation to self, others, the natural world and constructed environments. Art/design and images influence understanding of and responses to the world.
- People gain insights into meaning of artworks and by engaging in the process of art criticism/critical inquiry.
- People evaluate art based on varied criteria.

### Essential Questions:

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we interpret the world?
- What can we learn from our responses to art?
- What is the value of engaging in the process of art criticism?
- How can the viewer “read” a work of art as text?
- How does learning and using art vocabulary help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How can people appreciate and respect a work of art aside from personal preference?
- How does collaboratively reflection on artwork help us experience it more completely?

### Crosswalk Standards

<a href="#">Reading Standards for Literature</a>	<a href="#">Reading for Informational Text</a>	<a href="#">Speaking and Listening</a>	<a href="#">Mathematics</a>	<a href="#">Alaska Performance Standards</a>	<a href="#">Alaska Cultural Standards</a>	<a href="#">Writing</a>
<b>RL.9-10.6</b>	<b>RI.9-10.2, RI.9-10.7</b>	<b>SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5</b>	<b>A2, A3, A5, E2</b>	<b>AH.CC4, AHICGP1, AHICGP3, AH.PPE2, AH.PPE6</b>	<b>G.D2, GC.B5, H.A5, H.A6, H.B2, H.B4</b>	<b>W.9-10.8</b>

Standards	Objectives	Examples
<b>HS Proficient/Survey</b> <b>VA:RE7-HSP/Survey</b> <b>a.</b> Speculate and analyze ways in which art impacts people’s perception and understanding of human experiences (e.g., impact of Diego Rivera’s political murals, Pablo Picasso’s “Guernica,” Jacob Lawrence’s “Migration Series,” etc.).	Students will: <ul style="list-style-type: none"> <li>• Describe how artists document history or personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the photography of Dorothea Lange to understand the lives of people during the Great Depression.</li> <li>• Study the paintings of Jacques Louis David for an understanding of the French Revolution.</li> <li>• Study the art installations of Ai WeiWei to understand to contemporary refugee crisis.</li> <li>• Study the paintings of Frida Kahlo to understand human resilience.</li> </ul>
<b>VA:RE7-HSP/Survey</b> <b>b.</b> Analyze how one’s understanding of the world is affected by experiencing visual imagery (such as icons, logos, advertisements).	Students will: <ul style="list-style-type: none"> <li>• Identify art as a tool for communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Study universal imagery that communicates a simple message: emoji’s, transportation signs, logos.</li> </ul>
<b>VA:RE8-HSP/Survey</b>	Students will: <ul style="list-style-type: none"> <li>• Objectively interpret a</li> </ul>	<ul style="list-style-type: none"> <li>• To use Feldman’s 4 step model of art criticism, interpret a work of art for meaning</li> </ul>

<p><b>a.</b> Interpret an artwork or collection of works, supported by relevant and sufficient evidence (e.g., subject matter, media, elements and principles of design, artistic norms of diverse cultures, social issues in contemporary art, etc.) found in the work and its various contexts (artists' life and times, for example).</p>	<p>work of art using facts discovered through academic research.</p>	<p>considering the time and place it was created and the artist's manipulation of the elements and principles of design. (Judy Chicago's "Dinner Party" for feminist themes, Monet's "Haystacks" for Impressionist qualities of new ways of seeing the natural world).</p>
<p><b>VA: RE9-HSP/Survey</b> <b>a.</b> Establish relevant criteria- as distinct from personal preference- to evaluate a work of art or collection of works.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Acquire subject specific language to use when evaluating art.</li> </ul>	<ul style="list-style-type: none"> <li>Use a teacher created rubric to self-evaluate their finished artwork display.</li> </ul>
<p><b>HS Accomplished/Studio</b> <b>VA:RE7-HSAC/Studio</b> <b>a.</b> Use art-specific vocabulary to describe personal aesthetic responses to designed objects and constructed environments (e.g., electronic devices, household appliances, shopping malls).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify and respond to the manipulation of the elements and principles of design in functional objects or architecture.</li> </ul>	<ul style="list-style-type: none"> <li>During a critique students will identify both the form and function of functional ceramic considering the user.</li> </ul>
<p><b>VA:RE7-HSAC/Studio</b> <b>b</b> Evaluate effectiveness of an image to influence ideas, feelings, and behaviors of specific audiences (political posters, ideal images of women, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Evaluate the impact of a work on art on its intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the influence of government propaganda posters used during WWII.</li> <li>Evaluate the influence of Norman Rockwell's series The Four Freedoms on patriotism.</li> <li>Evaluate the influence of contemporary campaign posters. (Shepard Fairy's Obama Hope poster).</li> </ul>
<p><b>VA: RE8-HSAC/Studio</b> <b>a.</b> Construct persuasive interpretation of an artwork or collection informed by perspective of an art specialist (e.g. art historians, art critics, curators, reviewers, other artists).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Research the interpretation(s) of an specific artwork or collection by an art specialist then construct their own persuasive interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Look at controversial art and consider it from different perspective and develop their own interpretation. (Confederate flag used in art.)</li> </ul>
<p><b>VA:RE9-HSAC/Studio</b> <b>a.</b> Determine relevance of criteria used by others (e.g., general public compared to art specialists) to evaluate a work of art or collection of works.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Distinguish the validity and quality of criteria used to evaluate art.</li> </ul>	<ul style="list-style-type: none"> <li>Read the "online comments" on a news article about a work of public art and compare the responses about what makes an artwork "good."</li> </ul>
<p><b>HS Advanced/AP &amp; IB</b> <b>VA:RE7a-HSAD/AP &amp; IB</b> <b>a.</b> Reflect upon and analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze and reflect upon art development over a period of time based on knowledge and experience.</li> </ul>	<ul style="list-style-type: none"> <li>Study an artist's retrospective art show to analyze how the artist's response evolved over time, and was impacted by cultural and historical events (Pablo Picasso, Georgia O'Keeffe).</li> </ul>

<p><b>VA:RE7-HSAD/AP &amp; IB</b></p> <p>a Identify commonalities in visual images made in the same era or culture (e.g. fashion, furniture, buildings, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify the commonalities between different visual objects/images made within the same culture or during the same period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify stylized components of the human form in Egyptian art and architecture.</li> <li>Identify the 5 common shapes of Tlingit and Haida form line design used in totem poles, regalia, and clan houses.</li> </ul>
<p><b>VA:RE8a-HSAD/AP &amp; IB</b></p> <p>a. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis. Defend a plausible interpretation of an artwork in comparison to the artist's stated intention for the artwork.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Compare the artist's intent for an artwork with a differing interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will offer differing interpretations of classmate's completed artworks after critical analysis of the elements and principles of design.</li> </ul>
<p><b>VA:RE9a-HSAD/AP &amp; IB</b></p> <p>a. Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Evaluate a work of art using multiple sets of criteria.</li> </ul>	<p>Differing sets of criteria:</p> <ul style="list-style-type: none"> <li>Technique/process</li> <li>Concept or ideas</li> <li>Historical relevance</li> <li>Display placement</li> <li>Viewer perspective (child vs adult), (Men vs Women), (North vs South)</li> </ul>