

**Elements of Art 134 Standards and Benchmarks – High School  
Body of Knowledge**

**Goal 25:** Know the language of the arts.

*Learning Standard A: Demonstrate an understanding of the sensory elements, organizational principles and expressive qualities in each of the arts.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Understand the elements of art in works of art.	<ul style="list-style-type: none"> <li>Know elements of shape/form, line, color, space, texture, and value.</li> </ul>		
Recognize and identify the vocabulary that pertains to elements of art.	<ul style="list-style-type: none"> <li>Recognize hue, tint, tone, shade, triad, monochromatic, analogous, complementary, and split complementary color schemes.</li> <li>Recognize horizontal, vertical, diagonal, geometric, free form/organic, opaque/transparent, open form/closed form, positive/negative, real/implied texture, high/middle/low value, parallel/perpendicular, contour/gesture.</li> <li>Compare/contrast elements of shape/form, line, color, space, texture, and value.</li> </ul>		

*Learning Standard B: Describe similarities, differences, and connections within the arts.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Identify and describe characteristics which cross-artistic disciplines in historical periods.	<ul style="list-style-type: none"> <li>Know major themes, use of elements, and common historical periods in the fine arts.</li> </ul>		

**Goal 26:** Through creating and performing, understand how works of art are produced.

*Learning Standard A: Describe and/or demonstrate how works of art are produced.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Identify tools and processes used to create two and three-dimensional art.	<ul style="list-style-type: none"> <li>Use colored pencils, conte, crayons, pastels, graphite, charcoal, pen, and ink while drawing.</li> <li>Use paint tools, tempera, and watercolor while drawing.</li> <li>Use relief printmaking, ceramic and sculpture tools to create art.</li> <li>Identify tools and processes used in computer graphics.</li> </ul>		

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**Goal 26:** Through creating and performing, understand how works of art are produced.

*Learning Standard B: Create and/or perform in one or more of the arts.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Develop proficiency in use of tools and materials (media) to create a variety of works of art through personal interpretation.	<ul style="list-style-type: none"> <li>• Demonstrate the following styles: (1) abstract, (2) realism, and (3) Impressionism.</li> <li>• Demonstrate work in a variety of mediums.</li> <li>• Define the subject matter in various styles of art.</li> </ul>		

**Goal 27:** Understand the role of the arts in civilizations, past, and present.

*Learning Standard A: Describe the role of the arts in civilizations, past, and present.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Identify the cultural significance of art in various styles of Western and non-Western art.	<ul style="list-style-type: none"> <li>• Recognize specific purposes of art within Western, and non-Western art.</li> </ul>		
Identify past and present artists and describe how works of art reflect people and times.	<ul style="list-style-type: none"> <li>• Describe the historical significance of contemporary and past artists.</li> </ul>		