

**Principles of Art 135 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.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Understand the design in works of art.	<ul style="list-style-type: none"> Recognize principles of design: balance, unity, rhythm/movement, harmony, variety, proportion, emphasis. 		
Recognize and identify the vocabulary that pertains to elements of art.	<ul style="list-style-type: none"> Recognize rhythm, visual rhythm, pattern, motif, module, visual movement, kinetic, balance, central axis, formal balance, informal balance, radial balance, symmetry, proportion, golden mean, scale, foreshortening, exaggeration, distortion, hierarchical proportion, variety, emphasis, focal point, harmony, unity. Compare/contrast principles of design: balance, unity, rhythm/movement, harmony, variety, proportion, emphasis. 		

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

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

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.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identify tools and processes used to create two and three-dimensional art.	<ul style="list-style-type: none"> Use colored pencils, conte, crayons, pastels, graphite, charcoal, pen, and ink while drawing. Use paint tools, tempera, and watercolor while drawing. Use relief printmaking, ceramic and sculpture tools to create art. Identify tools and processes used in computer graphics. Describe the use of tools, techniques, and materials required to create 2-D and 3-D works of art. 		

**Principles of Art 135 Standards and Benchmarks – High School
Body of Knowledge**

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.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
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"> • Demonstrate the following styles: (1) abstract, (2) realism, and (3) Impressionism. • Demonstrate work in a variety of mediums. • Define the subject matter in various styles of art. • Demonstrate the use of tools, techniques, and materials required to create 2-D and 3-D works of art. 		

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.

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identify the cultural significance of art in various styles of Western and non-Western art.	<ul style="list-style-type: none"> • Recognize specific purposes of art within Western, and non-Western art. 		
Identify past and present artists and describe how works or art reflect people and times.	<ul style="list-style-type: none"> • Describe the historical significance of contemporary and past artists. 	Students will complete a project demonstrating an in-depth knowledge of the principles of design.	