

Art III: Advanced Intermediate

The standards for Art III continue to emphasize the acquisition of concepts and development of skills as well as enable students to organize and analyze visual arts content. Students increasingly focus on art history, critical evaluation, and aesthetics as well as creative problem solving. Study at this level affords students the opportunity to develop personal directions in the production of their works of art or to further their academic study in the visual arts. Students add works of art and other products to their portfolios to take to the next level of study.

Visual Communication and Production

AIII.1 The student will develop an area of concentration through the maintenance of a portfolio containing works of art objectively selected on the basis of technical skill, personal style, direction, and intended purpose.

AIII.2 The student will maintain a process art portfolio that demonstrates research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.

AIII.3 The student will demonstrate skill, independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

AIII.4 The student will use the artistic process to develop and inform artistic vision/voice.

AIII.5 The student will create a series or sequence of related works of art.

AIII.6 The student will demonstrate originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.

AIII.7 The student will select art-making media and techniques to create personal works of art.

AIII.8 The student will practice ethics in all aspects of art making and designing.

AIII.9 The student will present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

Art History and Cultural Context

AIII.10 The student will investigate and describe visual arts resources in the local community and throughout the world.

AIII.11 The student will research and analyze artists, art styles, and cultures that inspire personal works of art.

AIII.12 The student will explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.

AIII.13 The student will compare and analyze relationships between art styles and their related cultures.

AIII.14 The student will analyze the ways that form and function of historical and contemporary art and design have changed over time.

AIII.15 The student will analyze a selected career in the visual arts, identifying the training, skills, and plan of action necessary for realizing such a professional goal.

Analysis, Evaluation, and Critique

AIII.16 The student will compare and contrast two or more points of view when interpreting works of art.

AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.

AIII.18 The student will evaluate the effectiveness of the communication of artistic vision/voice in personal works of art.

AIII.19 The student will use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.

AIII.20 The student will view art exhibitions and write reflections about them.

AIII.21 The student will describe how the purpose of works of art shifts over time.

AIII.22 The student will analyze how the attributes of works of art and design may evoke viewer response.

AIII.23 The student will compare and contrast the aesthetics of two or more artists.

AIII.24 The student will research aesthetic stances/theories to inform personal artistic voice/vision.

AIII.25 The student will explain the functions and purposes of personal works of art.

Unpacked Sols for the Old Master's Drawing

AIII.1 The student will develop an area of concentration through the maintenance of a portfolio containing works of art objectively selected on the basis of technical skill, personal style, direction, and intended purpose.

AIII.3 The student will demonstrate skill, independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

AIII.4 The student will use the artistic process to develop and inform artistic vision/voice.

AIII.11 The student will research and analyze artists, art styles, and cultures that inspire personal works of art.

AIII.13 The student will compare and analyze relationships between art styles and their related cultures.

AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.

AIII.19 The student will use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.

AIII.21 The student will describe how the purpose of works of art shifts over time.

Unpacked Sols for the Introspective Self Portrait

Blooms Level 6 Create (verbs used in SOLs)

AIII.3 The student will demonstrate skill, independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

AIII.4 The student will use the artistic process to develop and inform artistic vision/voice.

AIII.6 The student will demonstrate originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.

AIII.7 The student will select art-making media and techniques to create personal works of art.

AIII.14 The student will analyze the ways that form and function of historical and contemporary art and design have changed over time.

Blooms Level 5 Evaluate (verbs used in SOLs)

AIII.18 The student will evaluate the effectiveness of the communication of artistic vision/voice in personal works of art.

AIII.12 The student will explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.

AIII.25 The student will explain the functions and purposes of personal works of art.

AIII.13 The student will compare and analyze relationships between art styles and their related cultures.

Blooms Level 4 Analyze (verbs used in SOLs)

AIII.11 The student will research and analyze artists, art styles, and cultures that inspire personal works of art.

AIII.13 The student will compare and analyze relationships between art styles and their related cultures.

AIII.14 The student will analyze the ways that form and function of historical and contemporary art and design have changed over time.

AIII.22 The student will analyze how the attributes of works of art and design may evoke viewer response.

Blooms Level 3 Apply (verbs used in SOLs)

AIII.16 The student will compare and contrast two or more points of view when interpreting works of art.

AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.

AIII.19 The student will use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.

Blooms Level 2 Understand (verbs used in SOLs)

AIII.13 The student will compare and analyze relationships between art styles and their related cultures.

AIII.16 The student will compare and contrast two or more points of view when interpreting works of art.

AIII.23 The student will compare and contrast the aesthetics of two or more artists.

AIII.2 The student will maintain a process art portfolio that demonstrates research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.

AIII.3 The student will demonstrate skill, independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

AIII.6 The student will demonstrate originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.

AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.

Blooms Level 1 Remember (verbs used in SOLs)

None