



Visual and Performing Arts Sample Learning Targets for Visual Arts

Ellen E. Weaver
State Superintendent of Education

Contents

Document Introduction	3
Proficiency-Based Standards, Instruction, and Assessment	4
SC CCR VPAPS Organization.....	5
Artistic Processes.....	6
Anchor Standards.....	7
Benchmarks.....	8
Indicators	9
Coding System	10
Visual Arts Introduction	11
Novice Visual Arts Standards	12
Intermediate Visual Arts Standards	19
Advanced Visual Arts Standards	26
References	33

Document Introduction

The Visual and Performing Arts are not only a vital component of a well-rounded education but also a powerful avenue for self-expression, creativity, and understanding. As educators, our mission is to cultivate these essential skills in our learners, enabling them to engage with the world around them through various artistic mediums.

This *Visual and Performing Arts Sample Learning Targets* document serves as a resource designed to guide educators in effectively implementing the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* within their classrooms.

The SC CCR VPAPS provide expectations for developmental growth across four artistic processes: Creating, Performing or Presenting, Responding, and Connecting. Within each of these artistic processes there is a framework of Benchmarks and Indicators. The Benchmarks simply establish the proficiency levels while the Indicators clearly outline what students should know and/or be able to demonstrate .

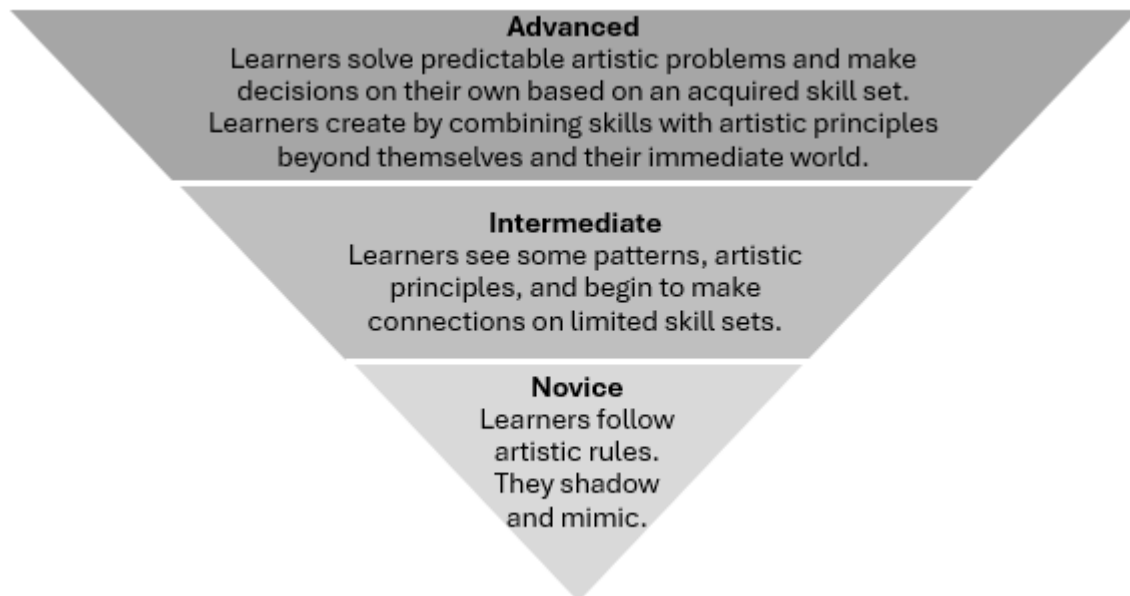
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate possible ways learners might demonstrate their abilities and understanding that can be adapted to fit the unique needs, context, and instructional style of each classroom.

Proficiency-Based Standards, Instruction, and Assessment

Proficiency-based standards represent a revolutionary approach to education that emphasizes mastery of skills and demonstration of knowledge. Learners progress toward proficiency at different rates, often influenced by instructional time, resulting in varied levels of proficiency among similarly aged learners. By prioritizing individual progress and personalized learning experiences, proficiency-based standards aim to cultivate a deeper understanding of the subject matter. The SC CCR VPAPS delineate a progression of skills based on proficiency rather than traditional grade levels, enabling educators to effectively identify and differentiate instruction and assessment for all learners. This document outlines indicators that learners should demonstrate at three distinct levels of proficiency.

Proficiency-based instruction and assessment rely on the planned, intentional use of clear learning objectives, formative assessment, and summative assessment. Personalized instruction and feedback mechanisms are essential components of the educational structure.

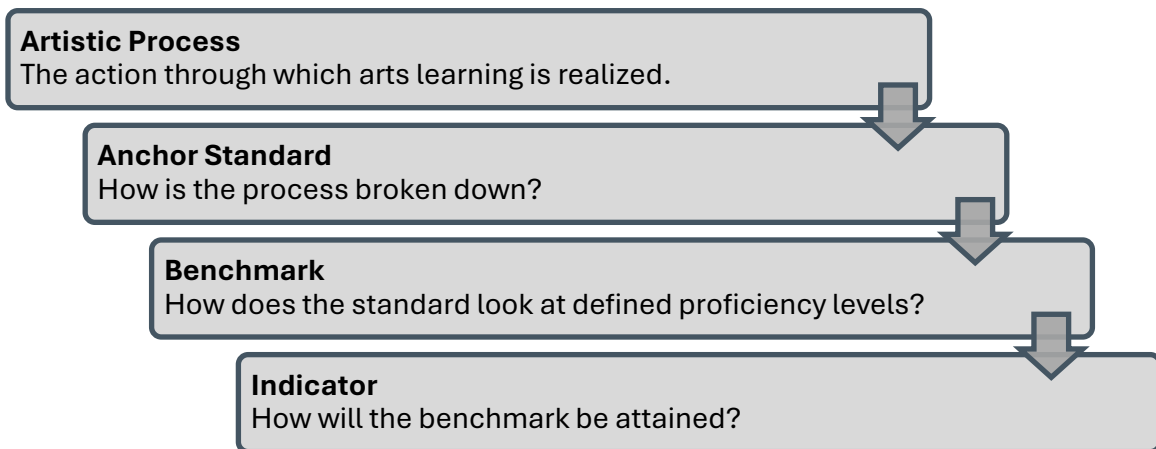
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



SC CCR VPAPS Organization

The SC CCR VPAPS are organized according to the artistic processes outlined in the national arts standards, providing a unified structure for all arts disciplines. The order of the artistic processes and anchor standards is NOT intended to prescribe an instructional sequence.

Each artistic process is broken down into anchor standards that define learning and provide overarching goals. Benchmarks deconstruct the anchor standard into defined levels of proficiency to establish course or unit learning targets. Indicators dissect the benchmarks to further clarify specific learning goals.



Artistic Processes

The artistic processes are the cognitive and physical actions by which arts learning is realized. Inspired by the National Assessment of Educational Progress (NAEP) Arts Education Framework, the artistic processes are: Creating; Performing or Presenting; Responding; and Connecting. The collective inclusion of indicators from the four artistic processes in the development and alignment of instructional units differentiates what learners should experience in an arts education classroom versus what an individual might experience in a private studio.

The artistic processes are color-coded, as follows, for quick identification.

Artistic Process: Creating
Artistic Process: Performing/Presenting
Artistic Process: Responding
Artistic Process: Connecting

Creating, Responding, and Connecting are used in each of the arts disciplines; however, their “I can” descriptors may differ slightly from one discipline to another. Performing and Presenting are specific to their related disciplines. Performing is the artistic process demonstrated through dance, general music, choral music, instrumental music, and theatre. Presenting is the artistic process demonstrated through design, media arts, and visual arts.

Anchor Standards

Anchor standards provide broad, overarching guidelines that shape the learning process within artistic disciplines by expressing essential competencies developed consistently across all proficiency levels. All proficiency benchmarks map to these anchor standards, ensuring that each benchmark supports the overarching goals established by them.

The anchor standards are color-coded similarly to artistic processes.

Artistic Process: Creating
Anchor Standard(s)

Artistic Process: Performing/Presenting
Anchor Standard(s)

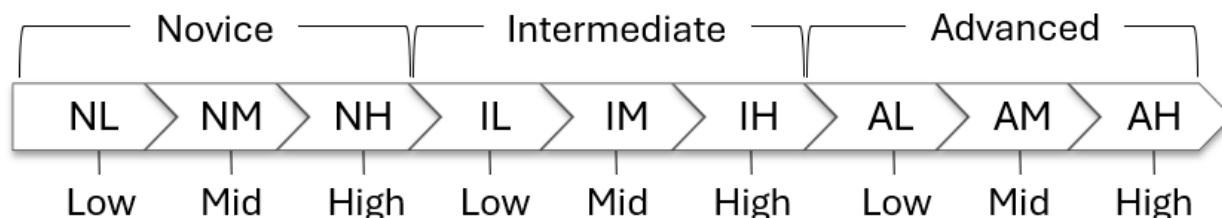
Artistic Process: Responding
Anchor Standard(s)

Artistic Process: Connecting
Anchor Standard(s)

For instructional planning purposes, anchor standards should be utilized in the development of long-range goals for student achievement. Anchor standards are achieved over the course of a year or multiple years.

Benchmarks

Benchmarks are statements describing the skills and knowledge learners should demonstrate at each level of proficiency. Benchmarks begin with “I can,” empowering learners to chart their own progress fostering self-reflection, goal setting, and a strong sense of ownership over their individual learning journey towards mastery.



Building upon these foundations, benchmarks are carefully structured across a continuous spectrum of knowledge and skill acquisition. This continuum encompasses three primary levels (Novice, Intermediate, and Advanced), each representing a significant milestone in the learning process. It is important to note that these levels are not intended to directly correlate with traditional educational stages like elementary, middle, and high school. For example, a student in elementary school may exhibit Advanced proficiency in a specific discipline, while a high school student embarking on a new artistic pursuit may initially fall into the Novice category. Within each of these levels, further granularity is achieved through sub-levels designated as Low, Mid, and High. These sub-levels allow for a more nuanced assessment of progress. The benchmarks function as a series of progressive steps; learners should successfully demonstrate mastery of all indicators within a given benchmark before advancing to the subsequent, more challenging benchmark. This sequential structure ensures a steady and measured development of skills and knowledge, leading towards a comprehensive understanding of the art form.

For instructional planning purposes, benchmarks should be utilized in the development of unit goals and objectives for student achievement. Benchmarks are traditionally achieved over the course of a unit consisting of one or more lessons.

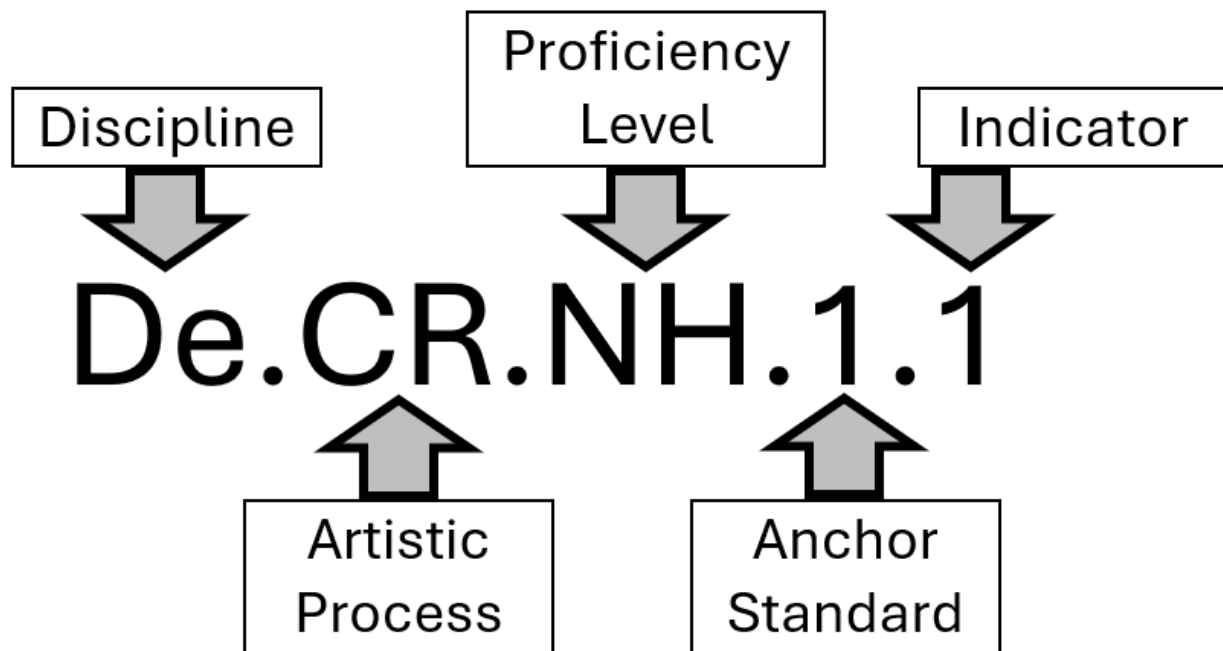
Indicators

Indicators serve as critical tools in the educational framework, breaking down benchmarks into specific, observable functions that outline the range of skills and knowledge a learner is expected to attain. These indicators clarify what learners should be able to demonstrate at various points in their learning journey, providing a clear set of expectations without prescribing the methods of instruction or assessment. By highlighting the “what” rather than the “how,” indicators empower educators with the flexibility to tailor their teaching strategies and assessment approaches to meet the unique needs of their students. This adaptability fosters an environment in which personalized learning can flourish, enabling educators to experiment with various pedagogical techniques while ensuring that each learner can achieve and demonstrate the necessary competencies outlined in the benchmarks.

For instructional planning purposes, indicators should be utilized in the development of individual lessons since they include the specific skills and knowledge that are both taught and assessed. The sequence in which indicators are addressed within a unit or lesson is flexible; while a logical progression may be beneficial, there is no strict requirement to teach indicators in a predetermined order. However, it is crucial to recognize that a student's successful achievement of a proficiency benchmark is only confirmed when they have successfully demonstrated mastery of all the indicators within that benchmark. This structure allows educators to adapt their teaching to suit the unique learning styles and needs of their students, while still ensuring a comprehensive and well-rounded understanding of the artistic discipline.

Coding System

The coding of the *SC CCR VPAPS* is presented in a format showing the arts discipline, artistic process, proficiency level, anchor standard number, and indicator number.



De.CR.NH.1.1 = Design, Creating, Novice High, Standard 1, Indicator 1

Visual Arts Introduction

Students who participate in standards-based visual and performing arts education programs in South Carolina are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state.

Visual arts education plays a crucial role in fostering creativity, critical thinking, and community awareness among students in South Carolina. The *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* encourage students to explore various art mediums while developing their unique artistic voice and vision. Through a comprehensive approach that includes creating, presenting, responding, and connecting, these standards aim to inspire students to engage with the visual arts in ways that are both personally meaningful and socially relevant.

The SC CCR VPAPS are intended to encompass a wide range of practices, including drawing, painting, sculpture, photography, and digital media. By encouraging experimentation across these disciplines, the standards provide students with the opportunity to express their ideas and emotions through various forms of visual expression. The standards emphasize not only the technical skills required for creating art but also the importance of understanding the context in which art is made, viewed, and appreciated.

Research has highlighted the benefits of visual arts education in enhancing cognitive development and social skills among students. A study published in *Cognitive Development* found that engagement in visual arts activities can lead to improved problem-solving abilities, greater self-esteem, and enhanced capacity for critical analysis (Li & Qi, 2025). Furthermore, visual arts education cultivates observational skills and encourages students to engage with the world around them, making them more perceptive and empathetic individuals.

In South Carolina, visual arts programs often draw inspiration from the state's heritage and unique artistic traditions. Educators are encouraged to incorporate local art, history, and community narratives into their curriculum, fostering a sense of connection between students and their community contexts. The South Carolina Arts Commission emphasizes the importance of integrating community engagement in visual arts education, enabling students to participate in exhibitions, collaborations, and public art projects that promote social dialogue and collective creativity.

The SC CCR VPAPS provide a robust framework for nurturing creativity, critical thinking, and societal understanding among students. By prioritizing artistic exploration and personal expression, these standards aim to enrich the educational experience and empower students to become informed creators and thoughtful citizens.

Novice Visual Arts Standards

Artistic Process: Creating – I can make artwork using a variety of materials, techniques, and processes.

Anchor Standard 1: I can use the elements and principles of art to create artwork.

Proficiency Level: Novice Low (NL)	Benchmark: VA.CR.NL.1 – I can name and use some of the elements of art to express ideas.
Indicator	Sample Learning Targets
VA.CR.NL.1.1 – I can use elements of art to communicate a story.	- I can use geometric and organic shapes in my artwork. - I can mix colors to create a painting of my favorite place.
VA.CR.NL.1.2 – I can select some elements of art to construct two-dimensional or three-dimensional artwork.	- I can tear, curl, and fold paper (e.g., paper sculpture techniques) to show form, line, shape, or texture. - I can use basic clay techniques to create shape and form.
Proficiency Level: Novice Mid (NM)	Benchmark: VA.CR.NM.1 – I can combine elements of art to express ideas.
Indicator	Sample Learning Targets
VA.CR.NM.1.1 – I can combine two or more elements of art to express ideas, feelings, and stories in my artwork.	- I can use color, line, shape, and pattern to express personal ideas in my artwork. - I can use color and line to show feelings in my artwork.
VA.CR.NM.1.2 – I can combine two or more elements of art to construct two-dimensional or three-dimensional artwork.	- I can use line, shape, form, and space to create a sculpture. - I can use line, color, shape, and texture to create a piece of art using different art media.
Proficiency Level: Novice High (NH)	Benchmark: VA.CR.NH.1 – I can select and arrange elements of art to demonstrate principles of design.
Indicator	Sample Learning Targets
VA.CR.NH.1.1 – I can select and arrange elements of art to create principles of design.	- I can arrange line, shape, color, or space to create asymmetry or symmetry in my artwork. - I can select and arrange line, shape, or color to create rhythm, pattern, or repetition in my artwork. - I can use texture, value, or space to create emphasis or variety in my artwork.
VA.CR.NH.1.2 – I can use principles of design to convey intended meaning in my artwork.	- I can create mood in my artwork using emphasis of color and line. - I can listen to a piece of music and represent the sounds in my artwork using the principle of movement.

Artistic Process: Creating – I can make artwork using a variety of materials, techniques, and processes.

Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Proficiency Level: Novice Low (NL)	Benchmark: VA.CR.NL.2 – I can use art materials and tools in a safe and responsible manner.
Indicator	Sample Learning Targets
VA.CR.NL.2.1 – I can demonstrate care for my artwork and materials.	• I can wash paint out of my brush. • I can store my artwork in a safe place. • I can clean and put away my materials.
VA.CR.NL.2.2 – I can show safe procedures for using tools and equipment while making art.	• I can cut with scissors in a safe way. • I can follow steps to use paint or glue without waste. • I can use art materials for their purpose.
Proficiency Level: Novice Mid (NM)	Benchmark: VA.CR.NM.2 – I can use a variety of materials, techniques, and tools to create artwork.
Indicator	Sample Learning Targets
VA.CR.NM.2.1 – I can use two-dimensional art materials to explore ways to make art.	• I can weave with paper or yarn. • I can use watercolor to create a painting. • I can print using ink and a brayer.
VA.CR.NM.2.2 – I can use three-dimensional art materials and techniques to make art.	• I can use tools for hand building with clay. • I can use papier-mâché to create a 3D form. • I can use found objects to make a sculpture.
Proficiency Level: Novice High (NH)	Benchmark: VA.CR.NH.2 – I can combine and apply materials, techniques, and processes to make art.
Indicator	Sample Learning Targets
VA.CR.NH.2.1 – I can demonstrate various techniques in a specific medium.	• I can use wet-on-wet, drybrush, and salt to make a watercolor painting. • I can create a clay bowl using coils, slabs, or pinch techniques.
VA.CR.NH.2.2 – I can make art by combining two or more art materials.	• I can make a landscape with collage and colored pencil techniques. • I can make a relief sculpture by combining cardboard and found objects.

Artistic Process: Presenting – I can choose and organize work that demonstrates related concepts, skills, and/or media.

Anchor Standard 3: I can complete and revise artistic work using elements and principles.

Proficiency Level: Novice Low (NL)		Benchmark: VA.P.NL.3 – I can share and talk about my artwork.	
Indicator		Sample Learning Targets	
VA.P.NL.3.1 – I can name and identify elements of art in my work.		• I can use primary colors to make secondary colors. • I can identify and use warm and cool colors in my artwork.	
VA.P.NL.3.2 – I can identify and describe subject matter in my work.		• I can use my own ideas to draw a story about me and my family. • I can use modeling clay to create the animals found in a zoo.	
Proficiency Level: Novice Mid (NM)		Benchmark: VA.P.NM.3 – I can explain the elements and principles of design used to make my artwork.	
Indicator		Sample Learning Targets	
VA.P.NM.3.1 – I can describe some elements in my work.		• I can describe color, line, shapes, and patterns in artwork. • I can identify organic and geometric shapes in my artwork.	
VA.P.NM.3.2 – I can identify some principles of design in my work.		• I can find pattern in my artwork. • I can identify the balance in my work as symmetrical or asymmetrical.	
Proficiency Level: Novice High (NH)		Benchmark: VA.P.NH.3 – I can describe my artistic choices using art vocabulary.	
Indicator		Sample Learning Targets	
VA.P.NH.3.1 – I can describe the subject of my work using art vocabulary.		• I can describe my art as realistic, abstract, or nonobjective. • I can describe the difference between a landscape, cityscape, or seascape.	
VA.P.NH.3.2 – I can describe the process I used to make my artwork.		• I can arrange lines and shapes to create patterns. • I can describe the steps I used to make a pinch pot.	

Artistic Process: Presenting – I can choose and organize work that demonstrates related concepts, skills, and/or media.

Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

Proficiency Level: Novice Low (NL)		Benchmark: VA.P.NL.4 – I can show and describe the idea of my artwork.	
Indicator		Sample Learning Targets	
VA.P.NL.4.1 – I can share my artwork.		• I can share my artwork. • I can explain the idea in my artwork.	
VA.P.NL.4.2 – I can describe my artwork.		• I can describe the subject of my work. • I can select a title for my artwork.	
Proficiency Level: Novice Mid (NM)		Benchmark: VA.P.NM.4 – I can identify ways artworks are presented.	
Indicator		Sample Learning Targets	
VA.P.NM.4.1 – I can identify formal and informal places to display my art.		• I can describe places where artwork is found in my community. • I can participate in community art exhibits.	
VA.P.NM.4.2 – I can make a statement about my work that accompanies and supports my displayed work.		• I can describe and title my artwork. • I can talk about the colors I selected for my artwork.	
Proficiency Level: Novice High (NH)		Benchmark: VA.P.NH.4 – I can choose artwork that shows a common theme or technique.	
Indicator		Sample Learning Targets	
VA.P.NH.4.1 – I can select artwork that has common ideas or media.		• I can identify artwork by subject matter. • I can describe how several pieces of my work have a common theme.	
VA.P.NH.4.2 – I can describe the theme and media of my artwork.		• I can describe my ideas in my artwork. • I can identify the material used in my artwork.	

Artistic Process: Responding – I can evaluate and communicate about the meaning in my artwork and the artwork of others.

Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

Proficiency Level: Novice Low (NL)		Benchmark: VA.R.NL.5 – I can identify the main idea or subject of an artwork.	
Indicator		Sample Learning Targets	
VA.R.NL.5.1 – I can identify the subject of an artwork.		• I can identify the subject of an artwork as a portrait, landscape, or still life. • I can create a self-portrait and describe where I am or who I am with.	
VA.R.NL.5.2 – I can identify the main idea of an artwork.		• I can talk about the elements in my artwork. • I can identify the use of line in artwork.	
Proficiency Level: Novice Mid (NM)		Benchmark: VA.R.NM.5 – I can talk about how an artwork tells a story or has a message.	
Indicator		Sample Learning Targets	
VA.R.NM.5.1 – I can identify relevant details to determine the mood or theme of an artwork.		• I can tell the story in my artwork. • I can tell the feeling of a painting as sad, happy, or calm. • I can discuss how artists use elements, objects, or symbols to show an idea or theme.	
VA.R.NM.5.2 – I can recognize that a work of art can evoke different individual responses.		• I can identify how color of an artwork creates a mood. • I can describe different kinds of lines.	
Proficiency Level: Novice High (NH)		Benchmark: VA.R.NH.5 – I can explain how all of the individual parts of an artwork represent ideas.	
Indicator		Sample Learning Targets	
VA.R.NH.5.1 – I can identify ideas or themes presented in an artwork.		• I can explain how artists use symbols to give meaning in an artwork. • I can explain the story in an artwork.	
VA.R.NH.5.2 – I can describe the organization of an artwork using art vocabulary.		• I can talk about the negative and positive space in artwork. • I can find the horizon line, foreground, middle ground and background in a landscape. • I can recognize that the elements work together to create emphasis on the subject or theme of an artwork.	

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Proficiency Level: Novice Low (NL)		Benchmark: VA.C.NL.6 – I can discover differences in artistic styles from some cultures and time periods.	
Indicator		Sample Learning Targets	
VA.C.NL.6.1 – I can recognize that all cultures create art and explore elements specific to that culture/form.		• I can identify an art medium used by a particular culture. • I can recognize that people from different cultures make different types of art.	
Proficiency Level: Novice Mid (NM)		Benchmark: VA.C.NM.6 – I can recognize some artistic styles from various cultures and time periods.	
		Sample Learning Targets	
VA.C.NM.6.1 – I can name and use some characteristics from styles, periods, and cultures.		• I can select and use painting techniques that are characteristic of a specific period. • I can identify artwork that is from my state. • I can identify and use themes and styles from South Carolina artists.	
Proficiency Level: Novice High (NH)		Benchmark: VA.C.NH.6 – I can identify and use different artistic styles from various cultures and time periods.	
Indicator		Sample Learning Targets	
VA.C.NH.6.1 – I can combine use artistic techniques and processes from multiple cultures and time periods.		• I can create an artwork that uses characteristics from two cultures. • I can create artwork that uses characteristics from two time periods.	

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Proficiency Level: Novice Low (NL)		Benchmark: VA.C.NL.7 – I can identify visual art concepts among arts disciplines, other content areas, and related careers.	
Indicator		Sample Learning Targets	
VA.C.NL.7.1 – I can identify connections between visual art and other subjects in my school.		- I can create art to show repeating patterns. - I can illustrate and explain the details in my work.	
VA.C.NL.7.2 – I can recognize that people make different types of art across various disciplines and related careers.		- I can name different types of visual artists and some of the different materials they work with. - I can recognize that musicians are artists. - I can recognize that dancers are artists.	
Proficiency Level: Novice Mid (NM)		Benchmark: VA.C.NM.7 – I can describe visual art concepts among arts disciplines, other content areas, and related careers.	
Indicator		Sample Learning Targets	
VA.C.NM.7.1 – I can recognize and explain some ways that visual art exists in all arts disciplines and other content areas.		- I can identify common vocabulary among arts disciplines and content areas. - I can identify how shapes and forms are used in both math and visual art.	
VA.C.NM.7.2 – I can identify art businesses and careers in my community.		- I can identify businesses in my community that hire artists. - I can identify how arts-related businesses contribute to special events in my community. - I can locate museums, galleries, studios, etc. that are found in my community.	
Proficiency Level: Novice High (NH)		Benchmark: VA.C.NH.7 – I can apply visual art concepts and skills among arts disciplines, other content areas, and related careers.	
Indicator		Sample Learning Targets	
VA.C.NH.7.1 – I can identify ways visual art concepts and skills are used in other subjects in my school.		- I can identify how color mixing and the scientific study of light are directly related. - I can identify how rhythm in a piece of jazz music is related to rhythm in visual art.	
VA.C.NH.7.2 – I can identify ways visual art skills are applied in other careers or vocations.		- I can identify visual art skills that are used in business and industry. - I can identify visual art skills that are used in education and service organizations.	

Intermediate Visual Arts Standards

Artistic Process: Creating – I can make artwork using a variety of materials, techniques, and processes.

Anchor Standard 1: I can use the elements and principles of art to create artwork.

Proficiency Level: Intermediate Low (IL)	Benchmark: VA.CR.IL.1 – I can apply the elements and principles to revise my artwork.
Indicator	Sample Learning Targets
VA.CR.IL.1.1 – I can identify improvements needed in my artwork and explore multiple strategies to apply the elements and principles.	- I can explore balance created by arrangement of objects and elements within an artwork. - I can explore ways to strengthen my composition using emphasis.
VA.CR.IL.1.2 – I can select and use strategies that apply the elements and principles to improve my artwork.	- I can make thumbnail sketches and choose the strongest composition. - I can choose line, space, or texture to create unity/harmony in my artwork. - I can use digital photography to see my artwork in a new way and explore composition.
Proficiency Level: Intermediate Mid (IM)	Benchmark: VA.CR.IM.1 – I can analyze and apply the elements and principles to solve a given artistic challenge.
Indicator	Sample Learning Targets
VA.CR.IM.1.1 – I can explore solutions to an assigned artistic challenge.	- I can work with a group to design a kinetic sculpture. - I can use value and color to create atmospheric perspective.
VA.CR.IM.1.2 – I can work through the artistic process to improve my artwork through experimentation.	- I can identify structural challenges in my sculpture and make adjustments. - I can experiment with different media to solve an artistic challenge.
Proficiency Level: Intermediate High (IH)	Benchmark: VA.CR.IH.1 – I can analyze art through a critique and refine my artwork based on given criteria.
Indicator	Sample Learning Targets
VA.CR.IH.1.1 – I can participate in a formal critique to revise my artwork.	- I can explain the choices in my composition. - I can describe and make suggestions about an artwork free of personal judgment based on the elements and principles of art.
VA.CR.IH.1.2 – I can make revisions based on suggestions given.	- I can revise my work based on oral and written responses. - I can use a rubric to evaluate my artwork. - I can use collaborative strategies to critique and improve my artwork.

Artistic Process: Creating – I can make artwork using a variety of materials, techniques, and processes.

Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Proficiency Level: Intermediate Low (IL)	Benchmark: VA.CR.IL.2 – I can research a specific technique, style, or artist to explore new ways of making art.
Indicator	Sample Learning Targets
VA.CR.IL.2.1 – I can identify and use art materials and techniques based on my research from a variety of sources.	- I can identify a variety of ways materials and techniques are used in creating artworks. - I can identify contemporary and traditional techniques.
VA.CR.IL.2.2 – I can choose art materials and tools to produce a desired result.	- I can use charcoal to create smooth value changes in a still life. - I can mix and blend colors to show tints and shades in my painting.
Proficiency Level: Intermediate Mid (IM)	Benchmark: VA.CR.IM.2 – I can research and use multiple art-making techniques and approaches by other artists and apply them to my work.
Indicator	Sample Learning Targets
VA.CR.IM.2.1 – I can use a variety of art media, techniques, and processes in my artwork.	- I can combine multimedia techniques in my artwork. - I can combine art media to create an assemblage.
VA.CR.IM.2.2 – I can use processes and techniques by other artists in my artwork.	- I can make a plaster sculpture in the style of a contemporary artist. - I can use stippling, cross hatching, and hatching to show value.
Proficiency Level: Intermediate High (IH)	Benchmark: VA.CR.IH.2 – I can select and use a variety of art materials, techniques, and processes to solve an artistic problem.
Indicator	Sample Learning Targets
VA.CR.IH.2.1 – I can use a variety of materials, techniques, or processes in response to an artistic problem.	- I can create multiple solutions to a challenge with experimentation of materials. - I can create samples using various types of painting techniques. - I can use various collage techniques to make a self-portrait and explore identity.
VA.CR.IH.2.2 – I can explore art making techniques to solve and identify problems.	- I can experiment with drawing media to represent texture. - I can create a kinetic sculpture that moves in the wind.

Artistic Process: Presenting – I can choose and organize work that demonstrates related concepts, skills, and/or media.

Anchor Standard 3: I can complete and revise artistic work using elements and principles.

Proficiency Level: Intermediate Low (IL)	Benchmark: VA.P.IL.3 – I can revise my artwork in progress using the elements and principles of art.
Indicator	Sample Learning Targets
VA.P.IL.3.1 – I can identify and describe the changes needed to improve my work.	- I can use art vocabulary to describe the changes I need to make to my artwork. - I can document how I used elements and principles of design to improve my work.
VA.P.IL.3.2 – I can select and use elements to complete and improve my artwork.	- I can use value to improve my composition. - I can create space in my composition with color and value.
Proficiency Level: Intermediate Mid (IM)	Benchmark: VA.P.IM.3 – I can use given criteria to complete my artwork.
Indicator	Sample Learning Targets
VA.P.IM.3.1 – I can use informal assessments to complete my work.	- I can use a rubric or a checklist as a guide to complete my artwork. - I can participate in a peer critique to get suggestions to improve my work. - I can self-assess my work.
VA.P.IM.3.2 – I can use the elements and principles to complete my artwork.	- I can use elements to create balance in my composition. - I can use elements to create emphasis in my composition.
Proficiency Level: Intermediate High (IH)	Benchmark: VA.P.IH.3 – I can use the artistic process of planning, reflecting, and revising to develop my artwork.
Indicator	Sample Learning Targets
VA.P.IH.3.1 – I can reflect on the compositional choices in my artwork.	- I can critique my work with my peers to discuss my composition and my message. - I can document changes that I made in producing my artwork.
VA.P.IH.3.2 – I can make revisions based on given criteria using elements and principles.	- I can revise my work using a rubric. - I can identify my strengths and weaknesses from a critique to plan my next steps in my artwork.

Artistic Process: Presenting – I can choose and organize work that demonstrates related concepts, skills, and/or media.

Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and/or media.

Proficiency Level: Intermediate Low (IL)	Benchmark: VA.P.IL.4 – I can select and explain my artwork for a portfolio.
Indicator	Sample Learning Targets
VA.P.IL.4.1 – I can document my artwork through the use of a portfolio.	- I can select examples from my sketchbook, notes from peer critiques, and research samples used to develop my work. - I can digitally document the process of my work.
VA.P.IL.4.2 – I can explain how I used the elements and principles in my work.	- I can use art vocabulary to describe how I created my work. - I can explain why I used certain colors in my painting.
Proficiency Level: Intermediate Mid (IM)	Benchmark: VA.P.IM.4 – I can organize a portfolio and explain intended meaning in my work to develop my skills and understanding of art.
Indicator	Sample Learning Targets
VA.P.IM.4.1 – I can organize my artworks by media or idea.	- I can select work that represents theme or technique. - I can arrange my work to show growth.
VA.P.IM.4.2 – I can describe the intended meaning of my work.	- I can explain what inspired the theme in my artwork. - I can explain how the elements of art are used to create intended meaning in my work.
Proficiency Level: Intermediate High (IH)	Benchmark: VA.P.IH.4 – I can develop an artist statement and edit my portfolio to show exemplary work.
Indicator	Sample Learning Targets
VA.P.IH.4.1 – I can choose and describe pieces of artwork that best illustrate my skills in specific media or techniques.	- I can choose work samples and artworks that represent my skills with a specific medium. - I can describe why I chose specific pieces for my portfolio.
VA.P.IH.4.2 – I can develop an artist statement that describes criteria, influences, and intent of my artwork.	- I can explain the influences that led to the development of a series of artworks. - I can document the process and purpose of creating artwork.

Artistic Process: Responding – I can evaluate and communicate about the meaning in my artwork and the artwork of others.

Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

Proficiency Level: Intermediate Low (IL)	Benchmark: VA.R.IL.5 – I can analyze the elements and principles and explain the components of an artwork that represent ideas.
Indicator	Sample Learning Targets
VA.R.IL.5.1 – I can explain how artists use the principles to communicate ideas.	- I can describe how balance affects the feeling of an artwork. - I can describe how repetition of elements can create unity and variety. - I can describe how the use of symbols used in an artwork to express meaning.
VA.R.IL.5.2 – I can explain the organization of an artwork using the elements and principles.	- I can explain how principles such as balance or unity are used to organize the space within an artwork. - I can explain how emphasis can be created.
Proficiency Level: Intermediate Mid (IM)	Benchmark: VA.R.IM.5 – I can analyze and compare various purposes for creating artwork.
Indicator	Sample Learning Targets
VA.R.IM.5.1 – I can analyze the subject and content in an artwork and explore the artist’s intent.	- I can explain how an artist represents their community in a piece of artwork. - I can identify artists that use the same theme in their artwork and discuss why they choose that theme. - I can analyze abstracted artwork for its intent.
VA.R.IM.5.2 – I can analyze and compare how artistic choices affect the meaning of an artwork.	- I can analyze the relationship between subject and the composition in artwork. - I can analyze how choices in composition can create mood.
Proficiency Level: Intermediate High (IH)	Benchmark: VA.R.IH.5 – I can analyze the intention of the artist and explore how the artwork relates to other ideas.
Indicator	Sample Learning Targets
VA.R.IH.5.1 – I can analyze and describe the symbols, styles, or techniques in an artwork to suggest possible messages from a culture or group.	- I can explain how artwork romanticized life in the early development of the American West. - I can examine and describe similarities among art and artifacts created by tribal cultures.
VA.R.IH.5.2 – I can interpret the artist’s intent in the organization of an artwork using the elements and principles.	- I can infer the purpose of art or artifacts by the symbols used. - I can interpret the artist’s use of elements and principles to represent social issues.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Proficiency Level: Intermediate Low (IL)	Benchmark: VA.C.IL.6 – I can examine the role of visual art within a specific culture or historical time period and present what I discovered.
Indicator	Sample Learning Targets
VA.C.IL.6.1 – I can describe a specific culture and time period to present artistic ideas and works.	- I can describe the use of symbols by indigenous people to communicate ideas. - I can compare documentary photography from different time periods.
Proficiency Level: Intermediate Mid (IM)	Benchmark: VA.C.IM.6 – I can research and examine the relationships between visual art from multiple cultures and time periods.
Indicator	Sample Learning Targets
VA.C.IM.6.1 – I can examine characteristics among artistic styles, periods, or cultures and describe how cultures influence each other.	- I can compare artworks from various cultures and time periods. - I can discuss differences among artworks from the same period. - I can compare similar themes among various cultures.
Proficiency Level: Intermediate High (IH)	Benchmark: VA.C.IH.6 – I can research and revise my work by applying visual arts concepts and characteristics from a historical time period.
Indicator	Sample Learning Targets
VA.C.IH.6.1 – I can make changes to my artwork using characteristics from a culture or time period.	- I can research the meaning of symbols used by ancient cultures and apply these symbols to improve the intended meaning of my work. - I can research a specific media technique from various time periods to make needed revisions to my work.

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Proficiency Level: Intermediate Low (IL)		Benchmark: VA.C.IL.7 – I can explore a range of skills shared among arts disciplines and other content areas and how they can be applied to a career in visual arts.	
Indicator		Sample Learning Targets	
VA.C.IL.7.1 – I can use art concepts and skills with other arts disciplines and content areas.		- I can create a painting based on a piece of literature. - I can create a sculpture using the scientific method: hypothesis, prediction, experiment, analyze and discuss the results.	
VA.C.IL.7.2 – I can demonstrate and describe some skills needed for a career in visual art.		- I can describe what a professional artist does in a particular career. - I can describe the workspace and tools needed for specific careers in visual arts.	
Proficiency Level: Intermediate Mid (IM)		Benchmark: VA.C.IM.7 – I can recognize specific skills shared among arts disciplines and other content areas and how they can be applied to a career in visual arts.	
Indicator		Sample Learning Targets	
VA.C.IM.7.1 – I can analyze and describe the relationship between visual art and specific content from another arts discipline and content area.		- I can compare and contrast how visual arts and theatre communicate a story. - I can compare and contrast the use of visual art and written language as text.	
VA.C.IM.7.2 – I can identify specific skills required for various careers in visual arts.		- I can determine various pathways to prepare myself for a career in art. - I can compare and contrast skills needed to become an art therapist versus an art teacher.	
Proficiency Level: Intermediate High (IH)		Benchmark: GM.R.IH.7 – I can analyze the tools, concepts, and materials used among arts disciplines and other content areas and how they are used in a career in visual arts.	
Indicator		Sample Learning Targets	
VA.C.IH.7.1 – I can apply concepts from other arts disciplines and content areas to my artwork.		- I can apply geometry concepts to my environmental sculpture. - I can use concepts in science to refine my sculpture.	
VA.C.IH.7.2 – I can research careers in visual arts that interest me.		- I can research and identify schools that offer a degree in the art field I want to study. - I can research and describe the qualifications of a particular visual art career.	

Advanced Visual Arts Standards

Artistic Process: Creating – I can make artwork using a variety of materials, techniques, and processes.

Anchor Standard 1: I can use the elements and principles of art to create artwork.

Proficiency Level:
Advanced Low (AL)

Benchmark: VA.CR.AL.1 – I can create, refine, and communicate ideas based on the elements and principles and other compositional strategies and structures.

<i>Indicator</i>	<i>Sample Learning Targets</i>
VA.CR.AL.1.1 – I can apply organizational strategies that communicate a personal meaning, theme, idea, or concept.	- I can use perspective to direct attention to the focal point or subject of my artwork. - I can use the rule of thirds to emphasize the main idea of my artwork.
VA.CR.AL.1.2 – I can justify my artistic choices in the composition of my artwork.	- I can explain the placement and subject matter in my artwork and how it pertains to the meaning. - I can communicate a specific idea or theme and explain my compositional choices.

Proficiency Level:
Advanced Mid (AM)

Benchmark: VA.CR.AM.1 – I can document and justify the planning and development of an artwork from the inception of the idea to completion.

<i>Indicator</i>	<i>Sample Learning Targets</i>
VA.CR.AM.1.1 – I can create a process folio to relate the structure of my composition to the idea communicated.	- I can explain my organizational choices from exploring composition options in thumbnails to the completed artwork. - I can maintain a sketchbook that includes notes, sketches, and revisions of my artwork.
VA.CR.AM.1.2 – I can create a reflection statement comparing the final product with the original concept.	- I can document my artistic process and reflect on my intended choices. - I can write an artist statement that describes and explains my concept.

Proficiency Level:
Advanced High (AH)

Benchmark: VA.CR.AH.1 – I can create a body of work in a specific medium that explores a personal theme, idea, or concept.

<i>Indicator</i>	<i>Sample Learning Targets</i>
VA.CR.AH.1.1 – I can explain and defend the choices I made to communicate my artistic ideas across multiple artworks.	- I can defend the selection of my artwork and strategies to show a commonality in my portfolio. - I can explain and defend my choices in using or adapting conventional strategies and processes.
VA.CR.AH.1.2 – I can create artwork in a specific medium that conveys a theme to develop a portfolio.	- I can create a series of paintings exploring a social theme. - I can create a variety of 3D artworks that examine identity.

Artistic Process: Creating – I can make artwork using a variety of materials, techniques, and processes.

Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Proficiency Level: Advanced Low (AL)		Benchmark: VA.CR.AL.2 – I can choose from a range of materials, techniques, and processes to communicate an idea.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.CR.AL.2.1 – I can apply techniques with a variety of media and processes to evoke different responses in the viewer.		- I can select paint media and techniques to illustrate mood within my composition. - I can illustrate my political viewpoints through the selection of specific media.	
VA.CR.AL.2.2 – I can apply a variety of artistic techniques and processes to my artwork.		- I can use pit fire and kiln firing processes to select the desired result for my intended purpose. - I can use film and digital photography to capture light and shadow.	
Proficiency Level: Advanced Mid (AM)		Benchmark: VA.CR.AM.2 – I can invent different ways to combine materials to develop a personal style.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.CR.AM.2.1 – I can research and use techniques and processes that illustrate my personal style.		- I can select media and processes that reflect my artistic choices. - I can research traditional and contemporary methods for using selected art media.	
VA.CR.AM.2.2 – I can use and describe the artistic processes as I develop my artistic style.		- I can record my preferences of materials and techniques in a journal to develop my personal style. - I can record my process and progress with drawing media in my sketchbook.	
Proficiency Level: Advanced High (AH)		Benchmark: VA.CR.AH.2 – I can create a body of work that represents my personal style through a range of approaches, materials, techniques, and processes.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.CR.AH.2.1 – I can apply a range of approaches using materials and methods to plan a series of artworks.		- I can create a series of artworks demonstrating multiple hand building approaches in ceramics. - I can demonstrate a variety of drawing techniques in a series of expressive self-portraits.	
VA.CR.AH.2.2 – I can produce a body of work in a specific media to illustrate meaning with breadth and depth.		- I can use a selected theme using multiple media and techniques. - I can use one art medium to illustrate multiple ideas in a series of works.	

Artistic Process: Presenting – I can choose and organize work that demonstrates related concepts, skills, and/or media.

Anchor Standard 3: I can complete and revise artistic work using elements and principles.

Proficiency Level: Advanced Low (AL)		Benchmark: VA.P.AL.3 – I can structure criteria to evaluate my artwork and the works of others.	
Indicator		Sample Learning Targets	
VA.P.AL.3.1 – I can create an evaluation based on established constructive feedback criteria.		- I can use the elements and principles to create an evaluation for critique. - I can evaluate the use of media, techniques, and tools.	
VA.P.AL.3.2 – I can describe how criteria can differ between artworks.		- I can determine what criteria is relevant in evaluating an artwork. - I can determine the difference in criteria needed for a relief sculpture versus a kinetic sculpture.	
Proficiency Level: Advanced Mid (AM)		Benchmark: VA.P.AM.3 – I can reflect, revise, and refine my work considering relevant criteria and my artistic voice.	
Indicator		Sample Learning Targets	
VA.P.AM.3.1 – I can apply changes determined to complete and revised my artwork.		- I can record feedback from group critique and informal rubrics to plan improvements in my artwork. - I can revise my artwork in response to self-evaluation.	
VA.P.AM.3.2 – I can refine my artwork to represent my artistic voice.		- I can revise my artwork by adding or editing details that are specific to my style. - I can refine my work by using different techniques and media.	
Proficiency Level: Advanced High (AH)		Benchmark: VA.P.AH.3 – I can justify revisions made to my work based on relevant criteria and intended purpose.	
Indicator		Sample Learning Targets	
VA.P.AH.3.1 – I can justify my artwork in terms of composition, process, technique, and meaning.		- I can independently evaluate my process and completed work. - I can write an artist statement that describes my success related to elements within my work and artistic process.	
VA.P.AH.3.2 – I can justify the choices I made and how they support the intended purpose of the artwork.		- I can document my media choices and how they support the intended purpose of my work. - I can describe my artistic choices in the development of my artwork.	

Artistic Process: Presenting – I can choose and organize work that demonstrates related concepts, skills, and/or media.

Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and/or media.

Proficiency Level: Advanced Low (AL)		Benchmark: VA.P.AL.4 – I can select and organize artwork that demonstrates and describes skill, variety of media, and an artistic theme.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.P.AL.4.1 – I can develop a series of artworks that demonstrates my skill with media and techniques.		- I can create and organize artwork to show my skills and growth with graphite and portraiture. - I can represent one theme or idea using multiple media.	
VA.P.AL.4.2 – I can develop an artist statement that merges personal influences with intent and meaning in my artwork.		- I can describe the intent of my work. - I can describe how past experiences have emerged into themes in my artwork.	
Proficiency Level: Advanced Mid (AM)		Benchmark: VA.P.AM.4 – I can examine various presentation formats and choose the best method for my portfolio.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.P.AM.4.1 – I can choose from a variety of physical and digital presentation options.		- I can digitally document my artwork. - I can prepare my work for exhibit including mounting, matting, and labeling. - I can organize my artwork to represent different processes and themes.	
VA.P.AM.4.2 – I can develop an artist statement that identifies common themes in personal influences, intent, and criteria for my artwork.		- I can describe the content in my tin work. - I can describe the artistic process that led to the development of my work. - I can describe why I chose this medium to express myself.	
Proficiency Level: Advanced High (AH)		Benchmark: VA.P.AH.4 – I can evaluate and justify the format and selection of artwork that represents my artistic voice.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.P.AH.4.1 – I can evaluate the quality and presentation of my artwork to meet the criteria for a specific purpose.		- I can assess and describe the presentation choices as they relate to specific criteria for exhibition or scholarship opportunities. - I can prepare and defend a portfolio for post-graduate opportunities.	
VA.P.AH.4.2 – I can justify my choices of criteria, influences, and personal experiences to create my own voice in my artist statement.		- I can write an artist statement to describe the content, media, and artistic choices used to develop my work. - I can explain how the content and processes of my work are unique to me as an artist. - I can examine and explain the development of my artistic skills and style.	

Artistic Process: Responding – I can evaluate and communicate about the meaning in my artwork and the artwork of others.

Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

Proficiency Level: Advanced Low (AL)		Benchmark: VA.R.AL.5 – I can interpret the meaning of artwork using contextual clues and describe influences that affected the artist.	
Indicator		Sample Learning Targets	
VA.R.AL.5.1 – I can examine the symbols, subject, and media in artwork to infer the meaning.		- I can compare two ancient cultures for their intended artistic meaning and purpose. - I can compare and contrast artists' use of different media to communicate similar purposes.	
VA.R.AL.5.2 – I can examine and explain the impact of the artist's compositional choices on the message of the artwork.		- I can examine a series of political cartoons to determine the intent of the message. - I can examine a series of photographs to determine compositional choices and the impact on the viewer.	
Proficiency Level: Advanced Mid (AM)		Benchmark: VA.R.AM.5 – I can research and interpret the meaning of an artwork or a group of artworks and infer the purpose or intent.	
Indicator		Sample Learning Targets	
VA.R.AM.5.1 – I can research and interpret the message or meaning of works within a genre or by a group.		- I can describe the meaning, importance, and influence of Fauvism. - I can interpret the message or meaning in a painting and research to confirm or disprove my assumptions.	
VA.R.AM.5.2 – I can evaluate the organization of an artwork using elements and principles.		- I can deconstruct orally or in writing how the elements of an artwork support the intended meaning. - I can compare the artist use of similar elements to evoke different moods.	
Proficiency Level: Advanced High (AH)		Benchmark: VA.R.AH.5 – I can research and defend a critical analysis of an artwork or collection of artworks.	
Indicator		Sample Learning Targets	
VA.R.AH.5.1 – I can justify my interpretation of the purpose or intent of an artwork.		- I can research and describe the characteristics that influenced the Pop Art movement. - I can defend present ways in which political, cultural, social, and religious concepts and themes influence Contemporary art.	
VA.R.AH.5.2 – I can research and defend the artist's choice of elements and principles used in an artwork or collection of artworks.		- I can research and defend my interpretation of the artist's message. - I can research to explain the artist's compositional choices.	

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Proficiency Level: Advanced Low (AL)		Benchmark: VA.C.AL.6 – I can analyze the function and meaning of artworks from various cultures and time periods.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.C.AL.6.1 – I can explain the use of subject matter, symbols, ideas, and technologies and how they work together to convey meaning in a particular culture.		• I can record in my journal how artists' works reflect their culture or time through symbols or images. • I can use historical information about a culture to identify purpose and meaning in works of art.	
Proficiency Level: Advanced Mid (AM)		Benchmark: VA.C.AM.6 – I can analyze artworks in a variety of social and historical contexts and describe their influence on contemporary artists.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.C.AM.6.1 – I can justify the use of subject matter, symbols, ideas, and technologies and how they work together to influence the work of contemporary artists.		• I can research contemporary artists to identify cultural influences in the themes of their work. • I can examine works by contemporary artists to determine how new and emerging technologies have influenced the message of artwork over time.	
Proficiency Level: Advanced High (AH)		Benchmark: VA.C.AH.6 – I can analyze the history, beliefs, values, and behaviors of a society and how they impact an artist's work.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
VA.C.AH.6.1 – I can justify and create artwork based on historical traditions and describe how those traditions contribute to my artistic development.		• I can explain the subject matter, symbols, ideas, and technologies used in my work as they relate to my cultural traditions. • I can document how specific cultural influences of my family and country have shaped my artistic thinking.	

Artistic Process: Connecting – I can relate artistic ideas and work with personal meaning and external context.

Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Proficiency Level: Advanced Low (AL)	Benchmark: VA.C.AL.7 – I can apply concepts among arts disciplines and other content areas to visual art and analyze how my interests and skills will prepare me for a career.
---	---

Indicator	Sample Learning Targets
VA.C.AL.7.1 – I can describe concepts from other arts disciplines and content areas through my artwork and justify my artistic choices.	- I can create a painting to explain the meaning of a literary work. - I can create a sequence of photographs to record change over time for my chemistry or physics class.
VA.C.AL.7.2 – I can identify the skills, training, and education necessary to pursue a career in visual art that interests me.	- I can write a job description for a specific visual art career that includes the education, training, and experiences required. - I can interview a professional artist to determine how they pursued their career.

Proficiency Level: Advanced Mid (AM)	Benchmark: VA.C.AM.7 – I can describe influences of economic conditions, values, and location on visual arts-related careers.
---	--

Indicator	Sample Learning Targets
VA.C.AM.7.1 – I can describe how the demographics of a community can determine opportunities in arts-related careers.	- I can research arts opportunities in rural, suburban, and urban communities. - I can research the impact of the economic climate on the availability of arts-related careers.
VA.C.AM.7.2 – I can pursue opportunities that will lead me to a career in visual arts.	- I can interview professionals in an arts-related business that interests me. - I can job shadow a teacher, artist or graphic designer to gain experience for a potential career in art. - I can tour campuses or job sites related to an arts career that interests me.

Proficiency Level: Advanced High (AH)	Benchmark: VA.C.AH.7 – I can research and analyze social political issues as they relate to other arts and content areas and apply to my career interests.
--	---

Indicator	Sample Learning Targets
VA.C.AH.7.1 – I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.	- I can use chemistry concepts in mixing and applying glazes to my ceramic artwork and analyze the effect of my choices to the finished product. - I can research and create a painting about the 1920s and analyze how the music, political, and social events of that time affected the choices I made in my work.
VA.C.AH.7.2 – I can demonstrate skills necessary for a career in visual art.	- I can create a cover letter and resume. - I can create a portfolio to submit for college admission or scholarship opportunities. - I can build and organize a portfolio to pursue a specific art career. - I can apply to a college that has the art major I want to pursue.

References

- Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*.
<https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>
- National Coalition for Arts Standards (2014). *National Arts Standards*.
<https://www.nationalartsstandards.org>
- National Dance Education Organization. (2018). *Dance Education Standards*.
<https://www.ndeo.org>
- Peppler, K. (2010). Media arts: Arts education for a digital age. *Teachers College Record*, 112(8), 2118–2153. <https://doi.org/10.1177/016146811011200806>
- South Carolina Arts Commission. (2015). *The State of the Arts in South Carolina: A Comprehensive Report*.
- South Carolina Department of Education. (2017). *South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency*. <https://ed.sc.gov>
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.