



# Priority Standards

## Subject Priority Standards HS Visual Art – AP Studio Art

Below is a table of the priority standards.

Creative Process	Priority Standard	Essential Skills
Creating	Cr1.1.IIIa - Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	<ul style="list-style-type: none"> <li>Keep a sketchbook or journal of unique ideas for artworks.</li> <li>Brainstorm with peers for idea generation.</li> <li>Participate in a variety of ideation strategies for possible themes and artworks.</li> </ul>
Creating	Cr1.2.IIIa - Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	<ul style="list-style-type: none"> <li>Explore alternative media and experimental techniques and then apply them to a sustained study around a central concept, theme or idea.</li> <li>Consider non-traditional materials &amp; methods or creating visual art.</li> </ul>
Creating	Cr2.1.IIIa - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	<ul style="list-style-type: none"> <li>Incorporate personal experiences.</li> <li>Record data through personal reflection based on experimentation and idea development.</li> <li>Participate in peer critique and or evaluation.</li> <li>Engage in student/teacher interaction and dialogue.</li> <li>Document and save work over time to show evidence of growth, revision and maturity.</li> </ul>
Creating	Cr2.2.IIIa - Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	<ul style="list-style-type: none"> <li>Understand community and cultural history.</li> <li>Acknowledge the contemporary audience and current events.</li> <li>Understand the importance of copyright and plagiarism in order to create original work.</li> </ul>
Creating	Cr3.1.IIIa - Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and	<ul style="list-style-type: none"> <li>Seek input from a variety of professionals, peers, and educators.</li> </ul>

Creative Process	Priority Standard	Essential Skills
	contemporary criteria as well as personal artistic vision.	<ul style="list-style-type: none"> <li>• Apply new ideas and or concepts based on feedback regarding their sustained investigation.</li> <li>• Artistic Process: Presenting/Realizing artistic ideas and work through interpretation and presentation.</li> </ul>
Presenting	Pr4.1.IIIa - Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	<ul style="list-style-type: none"> <li>• Verbally defend or explain their curatorial choices for exhibition and preservation.</li> <li>• Prepare works of art for portfolio presentation.</li> <li>• Practice proper long-term preservation and documentation of works of art.</li> </ul>
Presenting	Pr5.1.IIIa - Investigate, compare, and contrast methods for preserving and protecting art.	<ul style="list-style-type: none"> <li>• Demonstrate best practices of preserving and protecting personal work.</li> <li>• Exhibit understanding of the value of a work of art that is prepared for presentation.</li> </ul>
Responding	Re7.1.IIIa - Analyze how responses to art develop over time based on knowledge of and experience with art and life.	<ul style="list-style-type: none"> <li>• Imagine and express how personal experiences influence how works of art are interpreted.</li> <li>• Document their creative process to practice self- reflection and self- awareness.</li> </ul>
Responding	Re8.1.IIIa - Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	<ul style="list-style-type: none"> <li>• Practice the process of criticism using art vocabulary.</li> <li>• Establish or develop an interpretation of artwork.</li> <li>• Synthesize support for a personal interpretation.</li> </ul>
Responding	Re9.1.IIIa - Construct evaluations of a work of art or collections of works based on differing sets of criteria.	<ul style="list-style-type: none"> <li>• Explore various methods of evaluation: <ul style="list-style-type: none"> <li>○ Four Step Critique</li> <li>○ Compare and Contrast</li> <li>○ Before and After Comparison</li> <li>○ Written Reflection</li> </ul> </li> <li>• Separate personal preference from technical execution.</li> </ul>
Connecting	Cn11.1.IIIa - Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.	<ul style="list-style-type: none"> <li>• Understand how artists document and impact historical and current events.</li> <li>• Documents their personal history with beliefs, values, and behaviors of their society.</li> </ul>