

**2<sup>ND</sup> YEAR HIGH SCHOOL  
VISUAL ARTS CHECKLIST  
Fine Arts Goals 25 – 27  
Illinois Learning Standards A – B  
Performance Descriptors**

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**PRINCIPLES OF VISUAL ART**

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- \_\_\_\_\_ Discuss the use of aesthetic components in expressing theme.
- \_\_\_\_\_ Debate the intent of a series of works by one artist.
- \_\_\_\_\_ Defend an opinion in writing on the use of elements and principles (objective) and/or expressive intent (subjective) in a work of art.
- \_\_\_\_\_ Critique a portfolio of art by self or others for impact and intent.
- \_\_\_\_\_ Express a judgment of a work of art based on description, analysis, and interpretation.

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**CONNECTIONS TO THE ARTS**

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- \_\_\_\_\_ Critique the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.
- \_\_\_\_\_ Evaluate the use of similar and distinctive artistic components across art forms.
- \_\_\_\_\_ Analyze how different art forms combine to create an interdisciplinary work (e.g., ballet, musical theatre, opera, cinematography, music videos).

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**PROCESSES, TOOLS AND TECHNOLOGIES**

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- \_\_\_\_\_ Compare and contrast the variety of techniques that can be used for a variety of materials, tools, and techniques.
- \_\_\_\_\_ Prioritize techniques of media, tools, and technology to best communicate intended ideas.
- \_\_\_\_\_ Describe, analyze, and evaluate an artist's work based on the choices (e.g., media, tools, technology) made to communicate the idea.
- \_\_\_\_\_ Demonstrate the influence of modern technologies on tools, materials, and processes.

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**CREATION AND PERFORMANCE**

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\_\_\_\_\_ Create a body of work that will become a portfolio using a variety of technologies, resources, and independent decision making demonstrating a conceptual rationale (e.g., artist's statement of intent); depth (e.g., exploration, research, planning, practice, evaluation); proficiency (e.g., advanced techniques, tools, techniques); and evaluation (e.g., critique, revision, justification).

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**HISTORY, SOCIETY OF THE ARTS**

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\_\_\_\_\_ Evaluate the function of the arts in historical, societal, economic, and personal contexts (e.g. careers, aesthetics, commentary or criticism, predictor of or catalyst for change, tools for learning, economic contribution, therapy, propaganda/ advertising, making the invisible visible, cross disciplinary synthesis).

\_\_\_\_\_ Evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms.

\_\_\_\_\_ Examine the purposes and effects of various media (e.g. film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.

\_\_\_\_\_ Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.

\_\_\_\_\_ Analyze the impact of political actions, current events, and natural phenomena (e.g., wars, civil unrest, disasters, economic prosperity, discovery, technology, legislation) on the development and production of art.

\_\_\_\_\_ Cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, Renaissance church art and music, cinema and the Depression).

\_\_\_\_\_ Analyze how historical and cultural contexts influence arts processes and products (e.g., Reformation, patronage system, invention of microphone, camera, and printing press, WPA).