

**Current Standard:**

**Literature and the Arts**

**Artistic creativity, performance, and expression – Primary**

A student shall describe at least three of the art forms in this subpart using the vocabulary of the art form and identifying similarities and differences between different art forms. A student shall:

- A. in dance, demonstrate basic movements in musical or rhythmic contexts, respond to selected assignments and problems, and create sequences of movement to communicate an original story or an experience;
- B. in visual art, use appropriate tools and processes of at least three different media to communicate ideas, use elements of visual art to communicate ideas, and identify works and styles of art belonging to different cultures and times;
- C. in music, sing in a group, sing a varied repertoire of songs, play simple rhythms and melodies on classroom instruments, improvise simple rhythms and melodies, and use a system to read basic notation; and
- D. in theater, use movement, sound, and language to create images, express emotions, and imitate animals, object, or shapes, and use elements of environment, costume, and props to communicate story and character.

## **Arts and Literature**

### **Artistic Expression – Primary**

Purpose: Use artistic processes to create, perform and interpret art works in at least three of the following arts areas

- A. A student shall demonstrate an understanding of:
  - 1. Dance:
    - a. the elements of dance including, action, space, time, and energy;
    - b. characteristics of dance from a variety of cultures and historical times;
  - 2. Music:
    - a. the elements of music including, melody, rhythm, harmony, dynamics, tone color, texture and form;
    - b. characteristics of music from a variety of cultures and historical times;
  - 3. Theater:
    - a. the elements of theater including, plot, theme, character, language, sound, and spectacle;
    - b. characteristics of theater from a variety of cultures and historical times;
  - 4. Visual Arts:
    - a. the elements of visual art including, color, line, shape, form, texture and space; and
    - b. characteristics of visual art from a variety of cultures and historical times.
- B. A student shall demonstrate the ability to:
  - 1. Dance:
    - a. use basic movement skills in musical or rhythmic contexts;
    - b. create and perform sequences of movement with a beginning, middle, and end to communicate a story, life experience, theme, or idea;
  - 2. Music:
    - a. sing a varied repertoire of songs in a group;
    - b. improvise and compose on classroom instruments to communicate an idea;
    - c. play simple rhythms and melodies on classroom instruments;

- d. read and write music using a system of notation;
- 3. Theater:
  - a. use movement, sound, and language to create images and express ideas;
  - b. create characterizations of animals, objects, or shapes;
  - c. communicate a story and character using voice, movement, costume, and props;
- 4. Visual Arts:
  - a. use the tools, basic skills and techniques of at least three different mediums; and
  - b. create original works of art to communicate ideas.

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**Current Standard:**

**Literature and the Arts**

**Artistic creativity, performance, and expression: Intermediate**

A student shall create, interpret, and evaluate the elements and principles of at least three of the art forms in this subpart. A student shall:

- A. in dance, demonstrate characteristic dance styles from more than one form or tradition; observe and discuss how dances are similar in terms of elements of dance; demonstrate more than one solution for creative movement problems; and use basic movements to create and perform a sequence with a beginning, middle, and end, with or without music;
- B. in visual arts, demonstrate the ability to communicate ideas effectively through at least three different media and techniques, use elements and principles of art to effectively communicate ideas, associate artwork with various cultures or historical periods, and describe selected works of art in terms of elements and principles of visual or media art;
- C. in music, sing alone; sing rounds and part songs in a group; perform simple rhythmic, melodic, and harmonic patterns accurately on classroom instruments; improvise melodies and accompaniments using classroom instruments, voice, or both; and use a system to read musical notation; and
- D. in theater, interpret, perform, or interpret and perform a story based on an existing piece of literature by adapting plot, characters, and language for theatrical purposes; and evaluate plot, character, theme, language, sound, and spectacle; and create characterizations based on fiction or life experience.

## **Arts and Literature**

### **Artistic Expression – Intermediate**

Purpose: Use artistic processes to create, perform and interpret art works in at least three of the following arts areas

- A. A student shall demonstrate an understanding of:
  - 1. Dance:
    - a. components of dance:
      - (1) elements including, action, space, time and energy;
      - (2) principles of choreography, for example, repetition, pattern, or unity;
      - (3) vocabulary;
    - b. cultural and historical forms or traditions of dance;
    - c. how dance elements are similar to and different from the elements of other arts areas, for example, music, theater, or visual arts;
  - 2. Music:
    - a. components of music:
      - (1) elements including melody, rhythm, harmony, dynamics, tone color, texture, and form;
      - (2) vocabulary;
    - b. cultural and historical forms or traditions of music;
    - c. how musical elements are similar to and different from the elements of other arts areas, for example, dance, theater, or visual arts;

3. Theater:
  - a. components of theater:
    - (1) elements including plot, theme, character, language, sound, and spectacle;
    - (2) forms, for example, tragedy, comedy, farce, or melodrama;
    - (3) vocabulary;
  - b. cultural and historical forms or traditions of theater;
  - c. how theater elements are similar to and different from the elements of other arts areas, for example, dance, music, or visual arts;

4. Visual Arts:
  - a. components of visual arts:
    - (1) elements including, color, line, shape, form, texture, and space;
    - (2) principles, for example, repetition, contrast, or balance;
    - (3) vocabulary;
  - b. cultural and historical forms or traditions of visual arts; and
  - c. how visual arts elements are similar to and different from the elements of other arts areas, for example, dance, music, or theater.

B. A student shall demonstrate the ability to:

1. Dance:
  - a. perform characteristic movements and styles of dance from more than one form or tradition;
  - b. create movement sequences with or without music;
  - c. generate multiple responses to movement ideas;
2. Music:
  - a. sing or play traditional instruments alone and sing rounds and part songs or play traditional instruments in a group;
  - b. improvise and compose rhythms, melodies, and accompaniments using classroom instruments, voice, or both to express a specific musical idea;
  - c. perform rhythmic, melodic, and harmonic patterns on classroom instruments;
  - d. read and write music using a system of musical notation;
3. Theater:
  - a. create a character based on fiction or life experience using movement, voice, costume, and props;
  - b. create a dramatic performance by interpreting and adapting the plot, characters, and language from an existing piece of literature;
4. Visual Arts:
  - a. use elements, principles, skills, and techniques of at least three different mediums; and
  - b. create original works of art to express specific artistic ideas.

**Current Standard:**

**Arts and Literature**

**Artistic interpretation – Middle**

A student shall interpret and evaluate a variety of art works, performances, or presentations, including elements, principles, and styles of the art forms, and the social, historical, and cultural context of each work of art by:

1. analyzing art works using the elements, principles, and styles of the art form;
2. evaluating works of art according to pre-established criteria;
3. describing a personal reaction to the work of art; and
4. explaining the connection between the work of art and its social, cultural, or historical context.

## **Arts and Literature**

### **Artistic Interpretation– Middle**

Purpose: Use artistic processes to analyze and interpret a variety of works in at least three of the following arts areas

A. A student shall demonstrate an understanding of:

1. Dance:
  - a. how the components of dance are used to convey meaning:
    - (1) elements including, action, space, time, and energy;
    - (2) principles of choreography, for example, repetition, pattern, or unity;
    - (3) vocabulary;
    - (4) styles, for example, tap, ballet, or modern;
    - (5) choreographic structures, for example, theme and variation;
  - b. the connection between a work in dance, its purpose, and its cultural and historical contexts;
  - c. how the principles and vocabulary of dance are similar to and different from other arts areas, for example, music, theater, or visual art;
2. Music:
  - a. how the components of music are used to convey meaning:
    - (1) elements including, melody, rhythm, harmony, dynamics, tone color, texture, and form;
    - (2) vocabulary;
    - (3) styles, for example, blues, jazz, or opera;
    - (4) structures, for example, ABA;
  - b. the connection between a work of music, its purpose, and its cultural and historical contexts;
  - c. how the vocabulary of music is similar to and different from other arts areas, for example, dance, theater, or visual arts;
3. Theater:
  - a. how the components of theater are used to convey meaning:
    - (1) elements including, plot, theme, character, language, sound, and spectacle;
    - (2) forms, for example, tragedy, comedy, farce, or melodrama;
    - (3) vocabulary;

- (4) styles, for example, romantic or classical;
  - (5) structures, for example, chronological or non-linear;
  - b. the connection between a work in theater, its purpose, and its cultural and historical contexts;
  - c. how the forms and vocabulary of theater are similar to and different from other arts areas, for example, dance, music, or visual arts;
4. Visual Arts:
- a. how the components of visual arts are used to convey meaning:
    - (1) elements including, color, line, shape, form, texture, and space;
    - (2) principles, for example, repetition, contrast, or balance;
    - (3) vocabulary;
    - (4) styles, for example, abstract or impressionist;
    - (5) structures, for example, two dimensional or three dimensional;
  - b. the connection between a visual art work, its purpose, and its cultural and historical contexts; and
  - c. how the principles and vocabulary of visual art are similar to and different from other arts areas, for example, dance, music, or theater.

B. A student shall demonstrate the ability to:

- 1. Dance:
  - a. communicate a personal reaction to performances of original works or interpretations and performances of existing works in dance using the components of dance;
  - b. use criteria to evaluate performances in dance;
- 2. Music:
  - a. communicate a personal reaction to performances of original; compositions or interpretations and performances of existing music using the components of music;
  - b. use criteria to evaluate musical performances;
- 3. Theater:
  - a. communicate a personal reaction to performances of original works or interpretations and performances of existing works in theater using the components of theater;
  - b. use criteria to evaluate performances in theater;
- 4. Visual Arts:
  - a. communicate a personal reaction to works in visual art using the components of visual art; and
  - b. use criteria to evaluate works of visual art.

**Current Standard:**

**Arts and Literature**

**Artistic creativity and performance – Middle**

A student shall demonstrate knowledge of at least three art forms through artistic process and presentation by

1. knowing the expressive and technical elements of an art form;
2. knowing basic conventions of the creative decision-making process; and
3. performing or presenting in each art form:
  - a. using principles and elements of the art form;
  - b. demonstrating fundamental skills;
  - c. using improvisation to generate and communicate artistic intent; and
  - d. creating original works in a variety of contexts.

## **Arts and Literature**

### **Artistic Creativity and Performance – Middle**

Purpose: Use artistic processes to create and perform in at least three of the following arts areas

A. A student shall demonstrate an understanding of:

1. Dance:
  - a. components of dance:
    - (1) elements including, action, space, time, and energy;
    - (2) principles of choreography, for example, repetition, pattern, or unity;
    - (3) vocabulary;
    - (4) styles, for example, tap, ballet, or modern;
    - (5) choreographic structures, for example, theme and variation;
  - b. technical skills of dance, for example, alignment, locomotor, or non-locomotor movement skills;
  - c. how audience and occasion affect artistic choices in creating and performing dance;
2. Music:
  - a. the components of music:
    - (1) elements including, melody, rhythm, harmony, dynamics, tone color, texture, and form;
    - (2) vocabulary;
    - (3) styles, for example, blues, jazz, or opera;
    - (4) structures, for example, ABA;
  - b. technical skills of music, for example, singing or playing instruments;
  - c. how audience and occasion affect artistic choices when composing and performing music;
3. Theater:
  - a. the components of theater:
    - (1) elements including, plot, theme, character, language, sound, and spectacle;
    - (2) forms, for example, tragedy, comedy, farce, or melodrama;
    - (3) vocabulary;

- (4) styles, for example, romantic or classical;
  - (5) structures, for example, chronological or non-linear;
  - b. technical skills in the theater, for example, scenery or prop design;
  - c. how audience and occasion affect artistic choices in creation and performance in theater;
4. Visual Arts:
- a. the components of visual art:
    - (1) elements including, color, line, shape, form, texture, and space;
    - (2) principles, for example, repetition, contrast, or balance;
    - (3) vocabulary;
    - (4) styles, for example, abstract, or impressionist;
    - (5) structures, for example, two dimensional or three dimensional;
  - b. technical skills of visual arts, for example, selecting and using tools and techniques of the medium; and
  - c. how audience and occasion affect artistic choices in creation of visual art.

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B. A student shall demonstrate the ability to:

1. Dance:

- a. use artistic processes to create and perform in a variety of dance contexts;
- b. express and communicate ideas using the components of dance;
- c. use improvisation to generate ideas for artistic expression in dance;
- d. make and explain artistic choices in creating and performing dance;
- e. use feedback to revise both creation and performance of dance;

2. Music:

- a. use artistic processes to create and perform in a variety of musical contexts;
- b. express and communicate ideas using the components of music;
- c. use improvisation and composition to generate ideas for artistic expression in music;
- d. make and explain artistic choices in composing and performing music;
- e. use feedback to revise musical creation or performance;

3. Theater:

- a. use artistic processes to create and perform in a variety of theater contexts;
- b. express and communicate ideas using the components of theater;
- c. use improvisation to generate ideas for creating and performing in theater;
- d. make and explain artistic choices in creation and performance;
- e. use feedback to revise creation or performance in theater;

4. Visual Arts:

- a. use artistic processes to create in a variety of visual art contexts;
- b. express and communicate ideas using the components of visual arts;
- c. generate ideas for artistic expression in visual arts;
- d. make and explain artistic choices in creating visual art; and
- e. use feedback to revise artistic expression in visual art.

**Current Standard:**

**Arts and Literature**

**Literary and arts analysis and interpretation – High School**

A student shall demonstrate the ability to interpret and evaluate complex works of music, dance, theater, visual arts, literature, or media arts by:

- A. describing the elements and structure of the art form; the artistic intent; and the historical, cultural, and social background of the selected art works;
- B. applying specific critical criteria to interpret and analyze the selected art works;
- C. describing how particular effects are produced by the artist's use of the elements of the art form; and communicating an informed interpretation using the vocabulary of the art form.

## **Arts and Literature**

### **Analysis and Interpretation – High School**

**Purpose:** Apply artistic process to analyze, interpret and evaluate art works *(Must be completed in literature. This standard may be repeated in dance, media arts, music, theater, or visual arts as an elective.)*

A. A student shall demonstrate an understanding of:

1. Dance:

- a. how a synthesis of the components of dance is used to define a work in dance:
  - (1) elements including, action, space, time, and energy;
  - (2) principles of choreography, for example, repetition, pattern, or unity;
  - (3) vocabulary;
  - (4) choreographic structures, for example, theme and variation;
  - (5) styles, for example, tap, ballet, or modern;
  - (6) technical skills, for example, alignment, locomotor, or non-locomotor movement;
- b. the similarities and differences among the styles and choreographic structures within dance;
- c. how the selection of criteria affects criticism of a dance creation, interpretation, or performance;
- d. the connections between dance and other disciplines outside the arts, for example, mathematics, science, or history;

2. Literature:

- a. how a synthesis of the components of literature is used to define a work of literature:
  - (1) elements including, plot, character, setting, imagery, theme, point of view, and conflict;
  - (2) principles, for example, balance or repetition;
  - (3) vocabulary;
  - (4) structural forms, for example, short story, novella, or prose poem;
  - (5) styles, for example, classical, romantic, or gothic;
  - (6) technical skills, for example, organization or focus;

- b. the similarities and differences among the structural forms and styles within literature;
  - c. how the selection of criteria affects literary criticism;
  - d. the connections between literature and other disciplines outside the arts, for example, mathematics, science, or history;
3. Media Arts:
- a. how a synthesis of the components of media arts is used to define a work in media arts:
    - (1) elements including, image, sound, space, time, motion, and sequence;
    - (2) principles, for example, repetition, unity, or contrast;
    - (3) vocabulary;
    - (4) structures, for example, chronological or spatial;
    - (5) styles, for example, documentary, narrative, or abstract;
    - (6) technical skills, for example, selection and use of the tools of the medium;
  - b. the similarities and differences among the structures and styles within media arts;
  - c. how the selection of criteria affects criticism of a work in media arts;
  - d. the connections between media arts and other disciplines outside the arts, for example, mathematics, science, or history;
4. Music:
- a. how a synthesis of the components of music is used to define a composition, interpretation, or performance in music:
    - (1) elements including, melody, rhythm, harmony, dynamics, tone color, texture, and form;
    - (2) vocabulary;
    - (3) styles, for example, blues, jazz, or opera;
    - (4) structures, for example, ABA;
    - (5) technical skills, for example, singing or playing instruments;
  - b. the similarities and differences among the structures and styles within music;
  - c. how the selection of criteria affects criticism of a musical composition, interpretation, or performance;
  - d. the connections between music and other disciplines outside the arts, for example, mathematics, science, or history;
5. Theater:
- a. how a synthesis of the components of theater are used to define a work in theater:
    - (1) elements including, plot, theme, character, language, sound, and spectacle;
    - (2) forms, for example, tragedy, comedy, farce, or melodrama;
    - (3) vocabulary;

- (4) styles, for example, romantic or classical;
  - (5) structures, for example, chronological or non-linear;
  - (6) technical skills, for example, scenery or prop design;
  - b. the similarities and differences among the structures and styles within theater;
  - c. how the selection of criteria affects criticism of a theater creation, interpretation, or performance;
  - d. the connections between theater and other disciplines outside the arts, for example, mathematics, science, or history;
6. Visual Arts:
- a. how a synthesis of the components of visual arts are used to define a work in visual art:
    - (1) elements including, color, line, shape, form, texture, and space;
    - (2) principles, for example, repetition, contrast, or balance;
    - (3) vocabulary;
    - (4) styles, for example, abstract or impressionist;
    - (5) structures, for example, two dimensional or three dimensional;
    - (6) technical skills, for example, selecting and using tools and techniques of the medium;
  - b. the similarities and differences among the structures and styles within visual arts;
  - c. how the selection of criteria affects criticism of a work in visual arts; and
  - d. the connections between visual arts and other disciplines outside the arts, for example, mathematics, science, or history.
- B. A student shall demonstrate the ability to:
- 1. Dance:
    - a. select criteria for evaluating the performances of original dances or the interpretations and performances of existing dances;
    - b. analyze and interpret dance through its historical, cultural, or social context;
    - c. support personal reactions to the performances of original dances or the interpretations and performances of existing dances using the components of dance;
    - d. articulate informed evaluations of performances of original dances or the interpretations and performances of existing dances using selected criteria;
  - 2. Literature:
    - a. select criteria for evaluating literature;
    - b. analyze and interpret literature through its historical, cultural, or social context;
    - c. support personal reactions to literature using the components of literature;

- d. articulate informed evaluations of literature using selected criteria;
- 3. Media Arts:
  - a. select criteria for evaluating works in media arts;
  - b. analyze and interpret media art through its historical, cultural, or social context;
  - c. support personal reactions to media art works using the components of media arts;
  - d. articulate informed evaluations of media art works using selected criteria;
- 4. Music:
  - a. select criteria for evaluating the performances of original compositions or the interpretations and performances of existing compositions;
  - b. analyze and interpret music through its historical, cultural, or social context;
  - c. support personal reactions to performances of original compositions or the interpretations and performances of existing compositions using the components of music;
  - d. articulate informed evaluations of performances of original compositions or the interpretations and performances of existing compositions using selected criteria;
- 5. Theater:
  - a. select criteria for evaluating performances of original works or the interpretation and performance of existing works in theater;
  - b. analyze and interpret theater through its historical, cultural, or social context;
  - c. support personal reactions to original works or the interpretation and performance of existing works in theater using the components of theater;
  - d. articulate informed evaluations of original works or the interpretation and performance of existing works in theater using selected criteria;
- 6. Visual Arts:
  - a. select criteria for evaluating visual art works;
  - b. analyze and interpret visual art through its historical, cultural, or social context;
  - c. support personal reactions to visual art works using the components of visual arts; and
  - d. articulate informed evaluations of visual art works using selected criteria.

**Current Standard:**

**Arts and Literature**

**Literary and arts creation and performance– High School**

In dance, music, theater, visual arts, creative writing, or media arts, a student shall demonstrate understanding of the elements, techniques, and processes of the selected art form and how works of the art form are structured; and, in the art form, the student shall create or perform, or both, an original artistic presentation including a single complex work or multiple works that:

- A. demonstrate elements and skills of art form;
- B. demonstrates artistic decisions to communicate intent;
- C. demonstrates a sense of an artistic whole;
- D. demonstrates a consideration of audience; and
- E. uses multiple sources for critique and feedback.

## **Arts and Literature**

### **Creation and Performance– High School**

Purpose: Use artistic processes to create original or perform existing works of art *(Must be completed in dance, media arts, music, theater, or visual arts. May be completed in a different art form or in creative writing as an elective.)*

A. A student shall demonstrate an understanding of:

1. Creative Writing:

a. the integration of components of creative writing:

- (1) elements, including plot, character, setting, imagery, theme, point of view, and conflict;
- (2) principles, for example, balance or repetition;
- (3) vocabulary;
- (4) structural forms, for example, short story, novella, or prose poem;
- (5) styles, for example, classical, romantic, or gothic;
- (6) technical skills, for example, organization or focus;

b. the cultural, historical, or social contexts that influence the creation of the writing;

2. Dance:

a. the integration of components of dance:

- (1) elements including, action, space, time, and energy;
- (2) principles of choreography, for example, repetition, pattern, or unity;
- (3) vocabulary;
- (4) choreographic structures, for example, theme and variation;
- (5) styles, for example, tap, ballet, or modern;
- (6) technical skills, for example, alignment, locomotor, or non-locomotor movement;

b. the cultural, historical, or social contexts that influence the creation, interpretation, or performance of dance works;

3. Media arts:

a. the integration of components of media arts:

- (1) elements including, image, sound, space, time, motion, and sequence;

- (2) principles, for example, repetition, unity, or contrast;
  - (3) vocabulary;
  - (4) structures, for example, chronological or spatial;
  - (5) styles, for example, documentary, narrative, or abstract;
  - (6) technical skills, for example, selection and use of the tools of the medium;
- b. the cultural, historical, or social contexts that influence the creation of media arts;
4. Music:
- a. the integration of components of music:
    - (1) elements including, melody, rhythm, harmony, dynamics, tone color, texture, and form;
    - (2) vocabulary;
    - (3) styles, for example, blues, jazz, or opera;
    - (4) structures, for example, ABA;
    - (5) technical skills, for example, singing or playing instruments;
  - b. the cultural, historical, or social contexts that influence the creation, interpretation, or performance of music;
5. Theater:
- a. the integration of components of theater:
    - (1) elements including, plot, theme, character, language, sound, and spectacle;
    - (2) forms, for example, tragedy, comedy, farce, or melodrama;
    - (3) vocabulary;
    - (4) styles, for example, romantic or classical;
    - (5) structures, for example, chronological or non-linear;
    - (6) technical skills, for example, scenery or prop design;
  - b. the cultural, historical, or social contexts that influence creation, interpretation, or performance in theater;
6. Visual arts:
- a. the integration of components of visual arts:
    - (1) elements including, color, line, shape, form, texture, and space;
    - (2) principles, for example, repetition, contrast, or balance;
    - (3) vocabulary;
    - (4) styles, for example, abstract or impressionist;
    - (5) structures, for example, two dimensional or three dimensional;
    - (6) technical skills, for example, selecting and using tools and techniques of the medium; and
  - b. the cultural, historical, or social contexts that influence creation of visual art.

B. A student shall demonstrate the ability to:

1. Creative writing:

- a. use artistic processes to create a single, complex work or multiple works in creative writing;
  - b. generate and clarify artistic intent for writing;
  - c. make decisions based on artistic intent;
  - d. make choices based on analysis of audience and occasion for writing;
  - e. revise writing using multiple sources of critique and feedback;
2. Dance:
- a. use artistic processes to create an original or perform an existing single, complex work or multiple works in dance;
  - b. use improvisation to generate original ideas for work in dance;
  - c. make decisions based on artistic intent;
  - d. make choices based on analysis of audience and occasion for dance;
  - e. revise dance using multiple sources of critique and feedback;
3. Media arts:
- a. use artistic processes to create a single, complex work or multiple works in media arts;
  - b. generate and clarify artistic intent for work in media arts;
  - c. make decisions based on artistic intent;
  - d. make choices based on analysis of audience and occasion for media art work;
  - e. revise media art work using multiple sources of critique and feedback;
4. Music:
- a. use artistic processes to create an original or perform an existing single, complex work or multiple works in music;
  - b. use improvisation to generate original ideas for music composition or performance;
  - c. make decisions based on artistic intent;
  - d. make choices based on analysis of audience and occasion for music composition, interpretation, or performance;
  - e. revise music composition, interpretation, or performance using multiple sources of critique and feedback;
5. Theater:
- a. use artistic processes to create an original or perform an existing single, complex work or multiple works in theater;
  - b. use improvisation to generate original ideas for theater work;
  - c. make decisions based on artistic intent;
  - d. make choices based on analysis of audience and occasion for theater work;
  - e. revise original creation or interpretation and performance of existing work in theater using multiple sources of critique and feedback;
6. Visual arts:

- a. use artistic processes to create a single, complex work or multiple works in visual arts;
- b. generate and clarify artistic intent for work in visual art;
- c. make decisions based on artistic intent;
- d. make choices based on analysis of audience and occasion for work in visual art; and
- e. revise visual art work using multiple sources of critique and feedback.

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