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Desired student learning outcomes for the Associate of Arts with emphasis in Art or Graphic Design.

Outcome #1: Understand and apply media, techniques, and processes

Achievement Standard, Proficient:

- * Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- * Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Achievement Standard, Advanced:

- * Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- * Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

***Visual arts problems** - Specific challenges based in thinking about and using visual arts components.*

***Create** - To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.*

***Media** - Art materials used in the creation and study of visual art, such as paint, clay, card-board, canvas, film, videotape, models, watercolors, wood, and plastic.*

Outcome #2: Use knowledge of structures and functions

Achievement Standard, Proficient:

- * Students demonstrate the ability to form and defend judgments about the

characteristics and structures to accomplish commercial, personal, communal, or other purposes of art

- * Students evaluate the effectiveness of artworks in terms of organizational structures and functions
- * Students create artworks that use organizational principles and functions to solve specific visual arts problems

Achievement Standard, Advanced:

- * Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives
- * Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

***Structures** - Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.*

***Organizational principles** - Underlying characteristics in the visual arts, such as repetition, balance, emphasis, contrast, and unity.*

Outcome #3: Choose and evaluate a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

- * Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
- * Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

Achievement Standard, Advanced:

- * Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
- * Students evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others

Outcome #4: Understand the visual arts in relation to history and cultures

Achievement Standard, Proficient:

- * Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
- * Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places
- * Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making

Achievement Standard, Advanced:

- * Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
- * Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning

Outcome #5: Reflect upon and assess the characteristics and merits of their work and the work of others

Achievement Standard, Proficient:

- * Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works
- * Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts
- * Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard, Advanced:

- * Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

Outcome #6: Make connections between visual arts and other disciplines

Achievement Standard, Proficient:

- * Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis
- * Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences

Achievement Standard, Advanced:

- * Students synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

Technologies - Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.